

THE AMERICAN

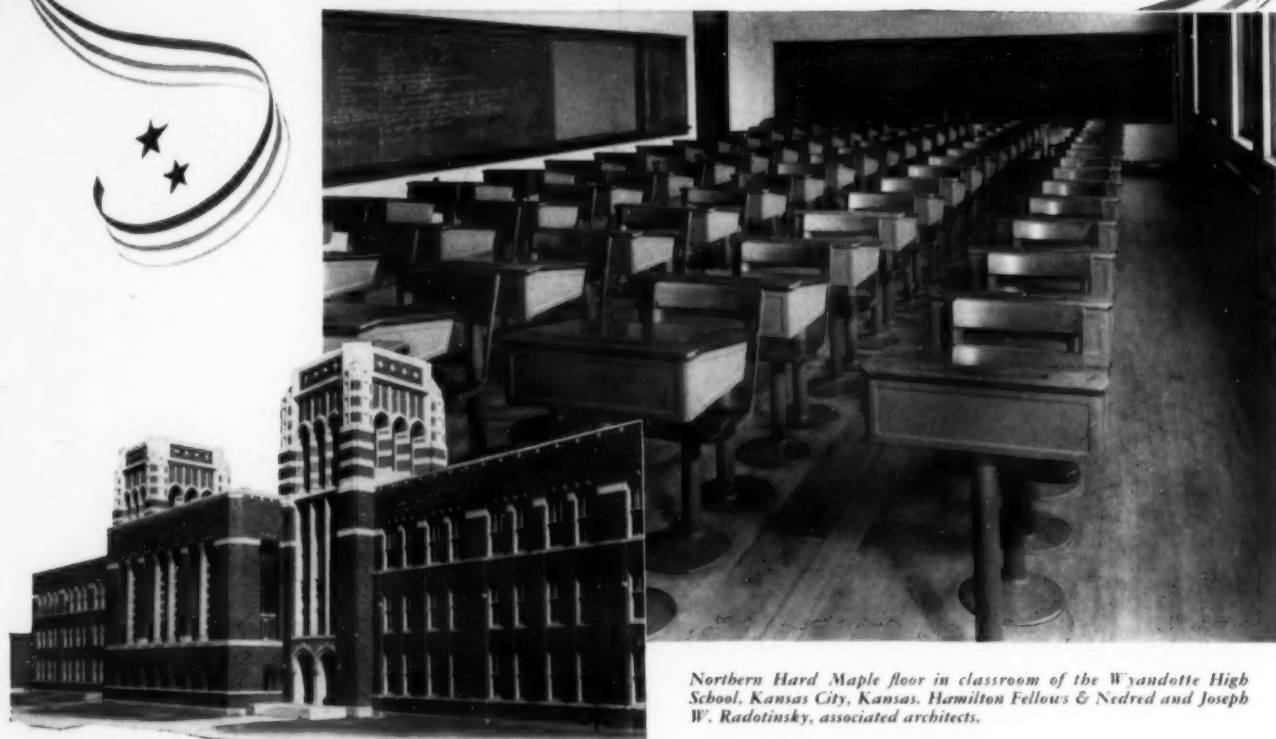
School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

- ★ **Education and the Demobilization** — *Fitzpatrick*
- ★ **Attaining Efficiency in Business Administration** — *Quackenbush*
- ★ **Work Experience Under Local Control** — *Cornick*
- ★ **Preventive Reading Instruction** — *Betts*
- ★ **Effects of the War Effort on School Administration
in the South** — *Greene*



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THE AMERICAN School Board Journal

A Periodical of School Administration

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Member, Audit Bureau of Circulations and Associated Business Papers.

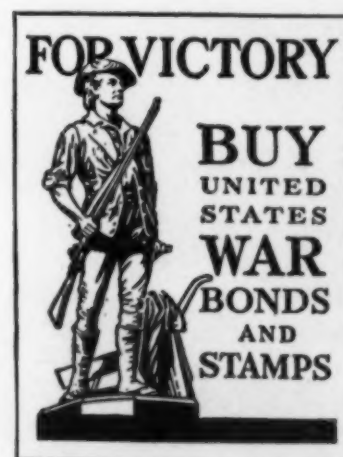
SCHOOLS — BUT NOT AS USUAL

No school can be conducted during this war year "as usual." Every boy in the high schools is, as General Somervell says, on his way into the armed forces. And we add: every girl is on her way to render a vital service on the home front.

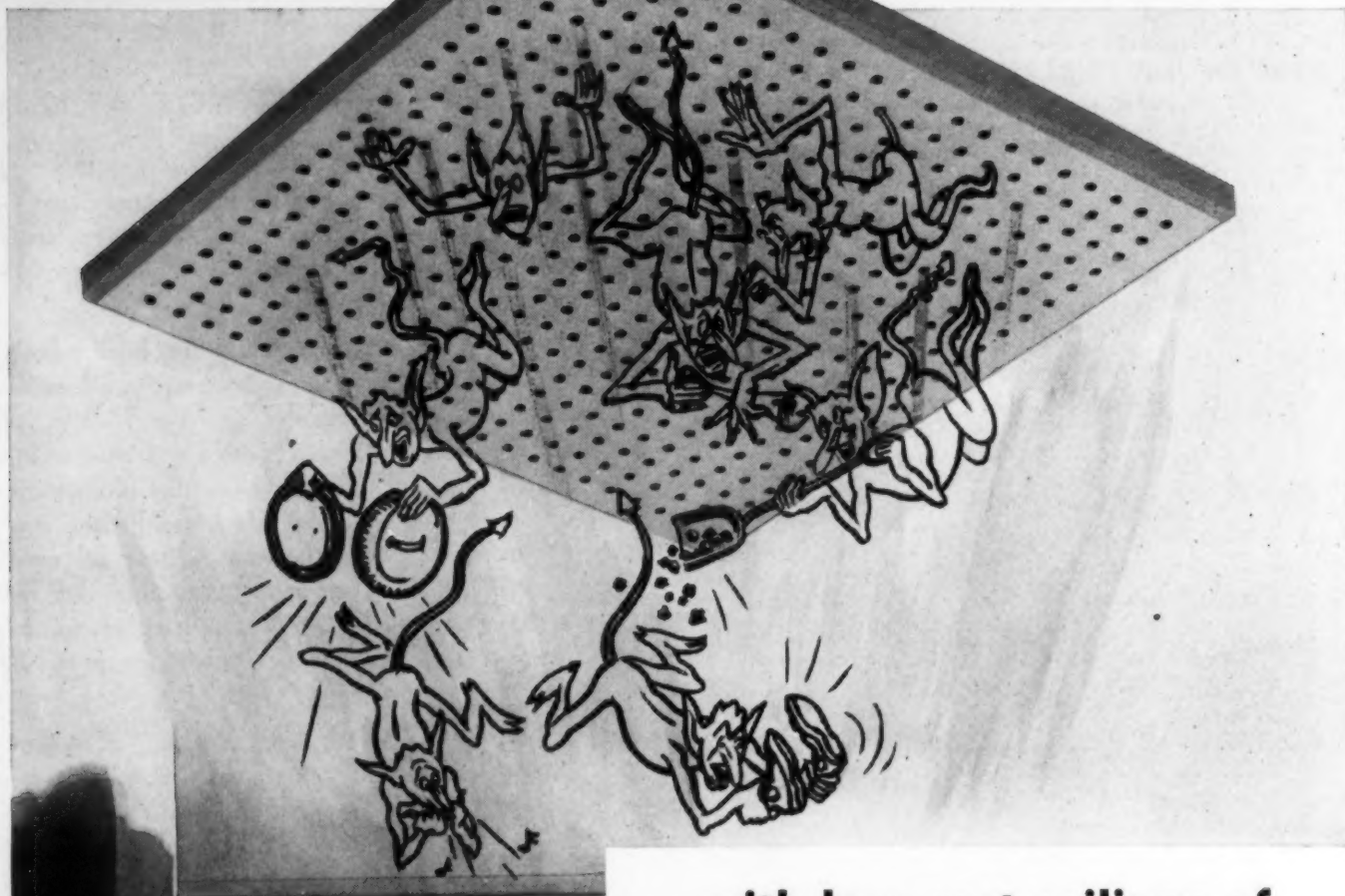
All schools and particularly the high schools have revised their courses of study. Aviation education, new emphasis on mathematics and the sciences, physical education for all pupils, industrial arts of a purposive type, and direct training for essential mechanical trades are more thorough and more rapid than ever were dreamt possible by schoolmen. There are even signs that the education for the culture of freedom will recognize the spiritual and will seek to develop personal integrity to make the best possible man out of each individual.

Both school boards and members of school staffs should realize that the most effective conduct of the schools is the most patriotic and constructive service they can render the nation in the present extremity. School administration and teaching will continue to require the most aggressive, skillful, and devoted application to the job. It has been well said that "in the judgment of many national leaders, those who are doing a good job of teaching youth are as important to the nation as are the soldiers in the front lines."

In the language of Paul V. McNutt: "It is quite clear that the school and its staff will play a still larger role in the community as the war goes on. Schools must continue to be centers of learning, but they must also be centers of community service. Schools must be the company headquarters of the home front."



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THE AMERICAN School Board Journal

Volume 105, No. 4

OCTOBER, 1942

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Education and the Demobilization

Edward A. Fitzpatrick, Ph.D.

One of the most familiar slogans of the day is *We Must Win the War* and *We Must Win the Peace*. There is no question that we must do both, but right now we must win the war. That is our immediate objective and unless we do that, the peace will be settled for us, and Versailles will look like the work of archangels or even seraphim compared to the demoniac peace that would be imposed on us. The pattern we see in Poland, Czechoslovakia, and all the countries of Europe where the "beneficence" of the new order has brought disaster and ruin, plague and pestilence, and death physical and spiritual. So any consideration now of the problems of demobilization and winning the peace must not in any way lessen our effort, our energy, or even our thought that should be going into the war effort.

The war that is being fought is called total war. It is waged on the earth, under the earth, and in the skies. Its battlefields are not only the conventional ones on earth's terrain, but it is in every factory and on every assembly line, it is in every home, it is on every farm, and it is on every radio, and in every newspaper, bulletin, and report. This last we call the ideological war. About present situations it deals in fantastic alarms, in innuendos, in lies. This is the superficial aspect of it, aiming at temporary advantage or satisfying home opinion at the moment. The Axis' preparation for the ideological war was no less thorough and no less extensive than its preparation for physical combat in the air, on the land, and the sea, and under the sea.

The higher strategy of the ideological war included such concepts as "Lebensraum," or living room, and access to raw materials of less favored peoples. In this stage, the ideological war was conducted in terms of concepts that appealed to civilized men, but they were not true to the situation to which they were presumably applied, and they were abandoned as soon as they had served their purpose. However,

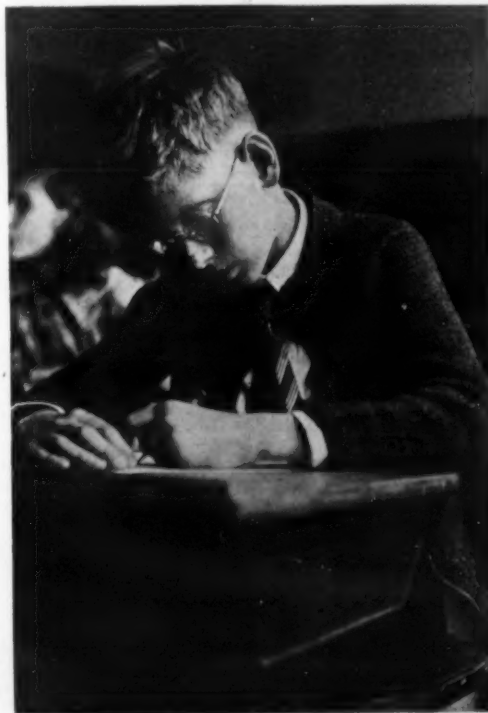
there is one phase of the higher strategy that relates directly to the demobilization and the postwar situation. It is the concept of the NEW ORDER. It is an appeal to the imagination. It has all the advantages of the romantic appeal of *escape*. "Hereafter," as the Duke says in *As You Like It*, "in a better world than this I shall desire more love and converse with you." The New Heaven for the Nazis is a world of inferiors enslaved for the German supermen. The heroic folk will come into their own. To the German people after the war, this was a wonderful escape from the realities of their life in 1930 or thereabouts. The co-prosperity zone of the Pacific is part of the ideological deceit of Japan. At any rate, at least a new earth, if not a New Paradise, is the dominating major concept of the Axis ideological attack.

We are attempting to meet this ideological offensive by a counteroffensive. We be-

lieve there must be a new order, and it must embody in social structure and in related social function the great concepts of human freedom, of cooperative living, and social and individual well-being. This is of major importance for education; in fact, this objective is identical with the educational objective. Contrary to some of our distinguished educators—a little less distinguished now—the responsibility for making this new world which gives range to, and is the condition for the development of free human personality is not primarily the responsibility of education. *It is, as a matter of fact, the function of the armies, navies, and air forces of the United Nations of the world.* They must create the possibility of such a free world. All the plans and all the blueprints of the new order will be futile without complete overwhelming victory over all the Axis powers.

The immediate job of education is meeting the duties and responsibilities of the national need in these dark hours of organizing the force necessary for victory. Among the higher educational institutions there are bound to be "casualties" because of the war effort. These casualties will affect individual schools or divisions of educational institutions. These educational casualties will come because we can no more have EDUCATION AS USUAL than we can have BUSINESS AS USUAL. Educational facilities, classrooms, laboratories, dormitories will be used to the extent that they are helpful in the organized war plans. This will be true of the competent members of educational faculties. The secondary schools, the vocational schools, and the trade schools will in many courses redirect their courses and reorganize them in developing the trained man power necessary in the armed forces and in the war effort. The elementary schools will go forward, as usual, with the basic arts of reading, writing, and arithmetic, and will give inevitably new emphasis and secure a new realism in its teaching of civics, geography, and social science.

But those charged with the responsibility



— L. Aigner, Photo.

of guiding education in wartime must study the ideological conflict, particularly as the official leadership of the country and of the United Nations define the NEW ORDER for which we fight, which has its basis in the OLD ORDER of the Magna Charta, the Bill of Rights, and the Constitution of the United States. This is the "wave of the future," and this will be one of the basic conditions of the education of free human personality in the AFTER-THE-WAR WORLD.

Those responsible for educational planning must also try to picture the actual social problem of the demobilization. There will be undoubtedly a sharp contrast between the ideological world as it is pictured in our war aims, and the actual social conditions of the demobilization. Let us state both these pictures as we see them now in the public statements of American leaders and our governmental agency.

II

The ideological world which is being set up by the strategists on the diplomatic front to win world opinion must definitely be understood as an ideal world. It expresses the aspiration of human freedom. It sets itself up against the policies of military domination by conquest upon which the Hitlerite government of Germany and other governments associated therewith have embarked.

One of the most notable expressions of the ideological world was the one made somewhere on the Atlantic in August, 1941, by the President of the United States and the Prime Minister of Great Britain. It is familiarly known as the Atlantic Charter. It is declared to be a statement of the common principles of the national policies of Great Britain and the United States "on which they base their hopes for a better future for the world." These common principles are thus stated:

First, their countries seek no aggrandizement, territorial or other.

Second, they desire to see no territorial changes that do not accord with the freely expressed wishes of the peoples concerned.

Third, they respect the right of all peoples to choose the form of government under which they will live; and they wish to see sovereign rights and self-government restored to those who have been forcibly deprived of them.

Fourth, they will endeavor with due respect for their existing obligations, to further the enjoyment by all States, great or small, victor or vanquished, of access, on equal terms, to the trade and to the raw materials of the world which are needed for their economic prosperity.

Fifth, they desire to bring about the fullest collaboration between all nations in the economic field with the object of securing, for all, improved labor standards, economic adjustment, and social security.

Sixth, after the final destruction of the Nazi tyranny, they hope to see established a peace which will afford to all nations the means of dwelling in safety within their own boundaries, and which will afford assurance that all the men in all the lands may live out their lives in freedom from fear and want.

Seventh, such a peace should enable all men to traverse the high seas and oceans without hindrance.

Eighth, they believe that all of the nations of

the world, for realistic as well as spiritual reasons, must come to the abandonment of the use of force. Since no future peace can be maintained if land, sea, or air armaments continue to be employed by nations which threaten, or may threaten, aggression outside of their frontiers, they believe, pending the establishment of a wider and permanent system of general security that the disarmament of such nations is essential. They will likewise aid and encourage all other practicable measures which will lighten for peace-loving peoples the crushing burden of armaments.

It would be unwise indeed if the schools even now during the war did not study this statement of the common principles underlying our national policy. Students in the schools must try to see this new world in the face of the disorganization and dislocation that is present in the war effort and is likely to be more evident in the demobilization. Above everything else, students must understand this statement of principles as the aspiration of men and not the realities of political government or social organization. It is the ideal that we would desire. It is the ideal of the poet, the parliament of man, the federation of the world. It must be recognized that the achievement of such policies will probably take ages to bring about but we must prepare the way now. In the light of the past few years it would be social blindness not to recognize the perfidy of governments and the utilization of the good will of nations by such governments as Germany and Japan to destroy such nations and even to destroy Christian civilization.

The National Resources Planning Board has stated the objectives of this new world more concretely, not, however, in terms of national policies but in terms of actual life. If there was any fault in the nineteenth century it was the deification of the idea of progress, and progress meant greater comfort, greater convenience, more rapid transportation, and other similar achievements of our technical civilization. The Planning Board statement is not in terms of such material achievements but in terms of the rights of human beings. In addition to what it calls the universals of human life: freedom of speech and expression, freedom to worship, freedom from want, and freedom from fear, it adds in its new declaration of personal rights the following:

1. The right to work, usefully and creatively through the productive years;

2. The right to fair play, adequate to command the necessities and amenities of life in exchange for work, ideas, thrift, and other socially valuable service;

3. The right to adequate food, clothing, shelter, and medical care;

4. The right to security, with freedom from fear of old age, want, dependency, sickness, unemployment, and accident;

5. The right to live in a system of free enterprise, free from compulsory labor, irresponsible private power, arbitrary public authority, and unregulated monopolies;

6. The right to come and go, to speak or to be silent, free from the spyings of secret political police;

7. The right to equality before the law, with equal access to justice in fact;

8. The right to education, for work, for citi-

zenship, and for personal growth and happiness; and

9. The right to rest, recreation, and adventure; the opportunity to enjoy life and take part in an advancing civilization.

It will be the function of education to emphasize the corresponding obligations which go with these rights. It will make education not so much an accumulation of information as a self-discipline. It must interpret these rights socially; that is, in terms of the neighbor as well as individually. It should in this manner also develop a social conscience in all groups of individuals which attempt to see that these rights are secured. A new world made up of the principles of national policies expressed in the Atlantic Charter, together with these personal rights with the corresponding personal obligation and duties would truly be the kind of world in which we live. It is probably a long way off, but that is no reason why educational systems should not now begin to bring that day nearer.

III

For the practical situation as supplementing the ideological situation just described, perhaps the best that can be done at this time are some shrewd guesses. The war is not over as yet. The war is not won. As this is written, we have not as yet entered on the offensive stage of the war; we are still in the preparatory defensive phase. The talk of a second front anticipates undoubtedly the offensive phase which is likely to have begun when this is published. Perhaps the tendencies affecting education will not be changed, though they may be accelerated and intensified.

So far as education is concerned, what has been happening during the period of defensive war? Let us try to state some of these tendencies in summary form.

The elementary school has lost some of its male teachers and administrators, and some of its women teachers to war production and the war effort under the WAAC and the WAVES. The former staff members are being replaced by former teachers who have taken refresher courses and by substandard teachers.

For the elementary school, the daily newspaper and the radio which are recording the swiftly moving events of the global war, have furnished new curricular material on geography, on history, on social science. All this new material, because of its kaleidoscopic character, has not been entirely digested—and does not always consider teachers' plans.

There has been no loss of pupils in the elementary school due to the war effort, though there have been shifts of great numbers of children owing to migration of workers. This shift in the labor force has also meant for many children inadequate elementary and secondary school facilities. Teachers who had retired, or married, or for other reasons left the teaching force have, after refresher courses, returned to

teaching in the war-effort communities on all levels of education.

For the secondary schools, the enrichment of the curriculum has been more significant. A great deal of recent social, economic, and political history can be read backwards now in the light of current events. We have all the benefits of hindsight. The long view of history also will help. The parochialism of European history gives way to world history. Geographical facts and geopolitical facts are being studied even though they are not officially subjects of the curriculum. A wide range of neglected facts and forces are being called inescapably to our attention.

The students in the secondary schools, for the most part, have remained in school, but somehow they feel restless in this atmosphere of war, and the seniors and over-age students will more and more enter the military service through enlistment or selective service.

The colleges and universities will be the principal educational casualties of the war. During the first year, the year of peacetime conscription, legislation helped to keep students in the colleges, but that has gone. At the present time, enlisted reserves of the armed forces serve as deferments and have in many cases brought upon colleges unfairly the reputation of hideouts or safety retreats for persons wishing to evade military service. This will be corrected. The reduction of the age of liability to military service to 18 will carry the process one step further. The preparation for offensive war and the conduct of offensive war, with the large number of additional men needed, will practically complete the process of taking most of the students from the colleges.

The vocational schools have been called on to train vastly increased numbers of students, to reduce the length of their courses, to run a longer schedule. Even on a 24-hour day, 7-day-a-week program, vocational schools have been organized within the armed forces as well as outside. This is a boom period for vocational training, both in the armed forces and for war production.

IV

Such are some of the high lights of the current situation. What are likely to be the problems which American education will have to face in the demobilization as these facts and tendencies of the contemporary situation are accentuated in the approaching period of offensive war and ultimate victory? We state our thoughts in summary form, without any effort to include the supporting reasons.

Whatever the situation is at present with reference to the supply of teachers, the supply in the period of demobilization is likely to be more than adequate. The quality of these teachers, as persons, is likely to be higher because of the chastening and sobering experience of war, and of the social service of war production. In the field of vocational training there is

THE BEST PLACE

The best place for children during the war is in school. Therefore, we must not shorten the school year, either in the name of economy or in the name of labor shortage. — *Mrs. William Kletzer, Chicago, President, National Parent-Teacher Congress.*

likely to be greatly increased numbers from new sources of supply (in the armed forces and in industry) available for service in schools. Regular school teachers, returning to their jobs, should be among the first demobilized, unless they are being used for teaching service in schools established by the armed forces themselves in allied countries or in occupied territory.

Organized education, particularly organized vocational, technical, and professional education, will very likely have to provide further additional or special training for men and women coming home from the armed forces or for men and women demobilized from war industry during the period of readjustment from the war economy to a stable peace economy.

Every effort should be made by education and by society to see that young men and young women of talent and exceptional capacity whose formal education was interrupted by the war, should resume their education, with academic credit so far as possible for their war experience, and with the aid of scholarships or other forms of grants-in-aid. Similar efforts should be made for the average students.

All education should profit by the war-training programs, in the more extensive use of educational facilities, in the seriousness of the educational activity, in the realism of educational motivation, in relating training to the social objectives, in stopping, in short, educational puttering, educational *laissez-faire*, and educational dilettantism.

THE EASIEST WAY TO CROSS

There used to be an old river near where I lived when I was a boy, and there used to be three ways of crossing the river. One was a covered bridge, where the horse could not even see the water; another way was by means of an old flatboat where you had to put blind bridles on the horses to lead them on, but it was relatively safe; but there was a third way to get across that river, and that was to get in a canoe and shoot the rapids, and I liked that. The older I get the more I am inclined to think that this question of security is one of those things that may block the great initiative of a mighty people. — *Willis A. Sutton, superintendent of schools, Atlanta, Ga.*

Education in the demobilization should, on the other hand, be on its guard against making all educational activity, *training*. General education must not lose its soul in the present area of factual information, or in the narrowing area of specific skills. It is hoped, however, that schoolmen will learn more effectively how to achieve the great objectives of general education — the capacity to think, the constructive imagination, emotional stability, and character — all expressing themselves in vision and wisdom. The education of fools in college has been going on since Emerson's day; the accumulation of credits has been mis-called education; the regurgitation of textbooks has taken the place of mental activity. These ought to give way to a genuine intellectual and moral formation which in all ages has been called education, by educational philosophers.

Our education is largely an education by textbooks on the elementary and secondary school level, and unfortunately too much so on the college level. Our textbooks in practically all subjects, except the basic elementary school subjects and perhaps the linguistic subjects, should undergo not merely revisions but complete rewriting. Surely it would be folly not to use the world-wide experience of the recent years to rewrite all books in all phases of the social sciences, including history. "Reading knowledge" is going to be no longer a satisfactory goal of foreign language teaching. Real control of the language, including the capacity to speak it, must replace the more restricted goal.

There will be real danger during the demobilization period of a greater federal control of education. Every form of federal aid or federal subsidy or federal grants-in-aid will undoubtedly be proposed in various demobilization plans. While aids and subsidies may be necessary in the actual demobilization as a temporary measure of emergency character, the danger of their continuance is likely if a federal bureaucracy administers any of the schemes. A decentralized American education system, stimulated by federal research and by wide distribution of intelligent experimentation and verified achievement by the United States Office of Education, is the soundest condition for the permanent advance of American education in the service of the American people.

V

If we are going to leave the problem of facing the demobilization until it is upon us, it will look cataclysmic. If, on the other hand, we try to understand the problem we are to face, analyze it into elements, and then begin to think in terms of the steps to be taken, however limited our understanding or tentative our analyses and program, the end result in understanding and procedure steps is likely to be better. This is particularly true if we keep revising what we have done in the light of later experience and its revealing information and insights.

A Visual Approach to Posture Improvement

Reva Ellen Spencer¹ and Will E. Wiley²

The intense military program now under way has increased the public interest in posture. Soldiers should look fit. So should growing boys and girls as there is a very direct connection between correct posture and physical well-being.

A survey, recently made in the Whittier city schools by the school physician, served to emphasize the fact that poor posture is a common fault among pupils of junior high school age. A total of 1626 children were examined and 465 were found to need posture correction. Bad as this may seem, it is less than is usually found.

Every corrective program is limited by the amount of individual cooperation secured from the pupils. Many programs that are sound in purpose and organization fail because they do not capture the interest of the pupils. We find that the use of the silhouettograph helps to enlist this vital interest.

The silhouettograph was invented by Norman Fradd, of Harvard University, and was first used there in 1923. The results are accurate, inexpensive, and require a minimum of time. The cost of each picture is less than one cent. Twenty or twenty-five pictures may be taken in

a half-hour class period. The developing of the pictures can easily be done by students.

The use of these pictures gives the parent a basis for cooperation. They give the pupil and the teacher an objective basis for discussing needs, and they also give definite evidence of improvement.

Posture Pictures Help

The illustrations, taken from our records, show what can be done in a period of three years. The first pictures were taken when these girls entered the sixth grade and began their corrective work. The second pictures show beautiful bodies as a result of a small amount of effort spent. We find these pictures make the child posture conscious. They help him to know what he needs, and why he needs it.

With the pictures as a guide, individual conferences are held with the children, and the good and bad points of their pictures are pointed out. Dots are placed on the picture at the arch of the foot, the kneecap, the pelvic region, the mid-lumbar section, the mid-dorsal section, and the ear. A line is drawn to connect the dots. If the gravity line falls directly through these dots, the position of the body is correct. From the silhouette, such structural defects

as a forward head, kyphosis or round shoulders, protruding abdomen, winged scapula, and lordosis, or hollow back, are easily detected and pointed out to the pupil. The defects are marked on the silhouettes and sent home with the first report card.

Having created an interest in good posture, the next step is to set up a corrective program. From observations at the time the pictures were taken, from the pictures, and from the conferences, the more serious posture cases are selected and referred to the school physician. Her recommendations are carried out in the physical-education classes, and more serious cases are referred to the orthopedic hospital and other specialists.

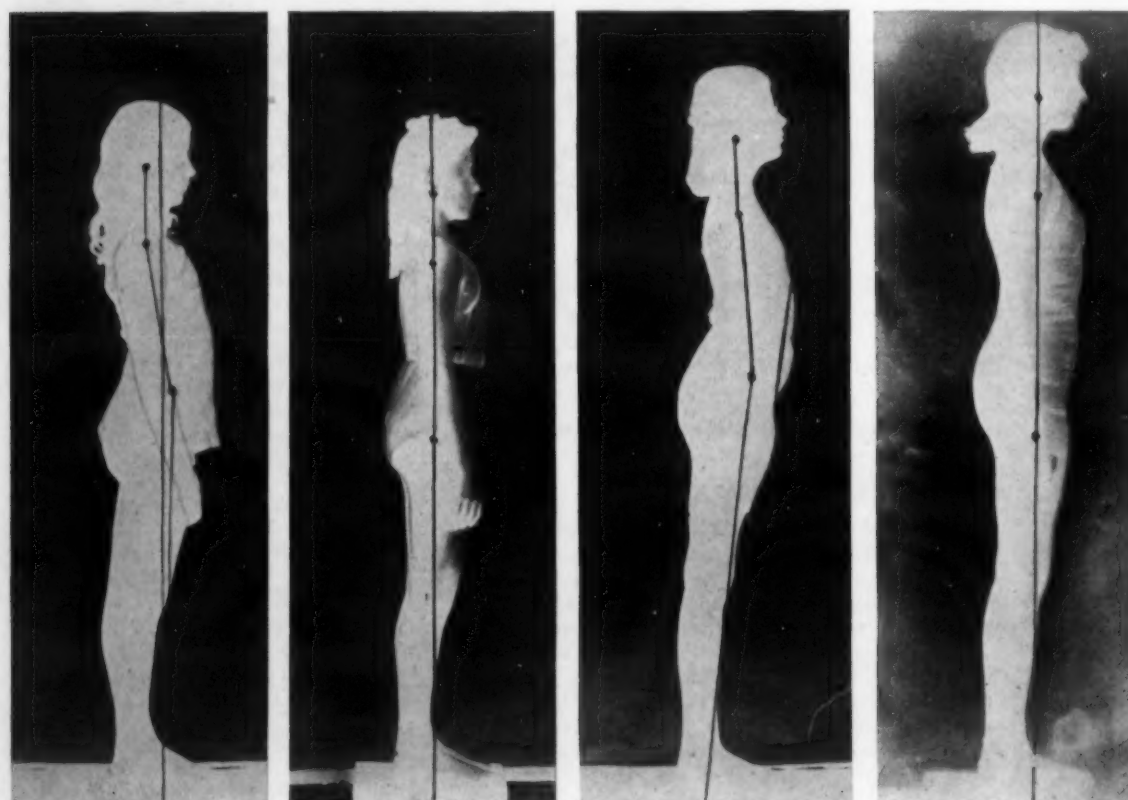
The posture classwork in our system starts in the sixth grade and is continued through the seventh and eighth grades. All children in these grades are given posture work one day each week. This is for the purpose of helping them continue with the good posture they have and to help maintain their posture consciousness. Those found to have definite defects are assigned special exercises and are given individual instruction. These pupils are also expected to work each day at home with the help of their parents.

Most Common Postural Defects

Our survey brought to light many different types of postural defects and some students had more than one type. From the 465 children selected as needing posture correction, 327 had round shoulders, and 13 were serious cases. Lordosis, or hollow back, was present in 24 cases. There were 2 serious cases of scoliosis, or lateral curvature, of the spine. The survey recorded 221 children had ankles that were noticeably weak. There were 231 children with fatigue posture.

Finding and eliminating the cause of these faults is of prime importance. Malnutrition is one of the foremost contributing factors. In our survey, 135 cases were due to malnutrition. Three children had been afflicted with infantile paralysis. Muscular or skeletal weaknesses, diseases, the psychological effect of shyness and other causes may enter into the problem. Any successful program will involve far more than the physical-education teacher and her remedial exercises. When the corrective work is

(Concluded on page 69)



Fall 1939
Before

Spring 1942
After

Fall 1939
Before

Spring 1942
After

Typical profile photographs taken before and after the posture work was begun. The pictures were made available to the individual girls so that they might themselves take more interest in their posture.

Attaining Efficiency in Business Administration

E. A. Quackenbush¹

To consider the question of efficiency in school business administration properly, we need constantly to keep in mind certain fundamental principles of school administration. Some of these are so self-evident that they are accepted as axioms while others are less apparent. These fundamentals include the following:

1. The board of school directors has been created for only one purpose—the providing of educational facilities for the children of the school district.

2. The board of school directors is a corporate body which speaks only through its minutes and which must be assembled in formal session in order to take official action.

3. An individual member of a board of school directors has a voice and a vote when the board is in session; otherwise, he has no authority with respect to the schools.

4. Since all local control of the schools is exercised by the board of school directors, either directly or through its appointees, the board has authority to legislate, to administer, and to evaluate.

In general, it is desirable that the board function principally as a legislative body which determines policies and makes rules and regulations, but which assigns the administration of its policies and rules and regulations to others. The board also finds it necessary to delegate much of the evaluation of the schools to others, and when the board itself acts in an evaluating capacity, it often needs the advice and guidance of its appointees charged with administrative authority.

5. While the board of school directors delegates the administration of its policies and rules to others, it should not delegate its determinative authority to others, including the officers of the board, a committee of the board, or the superintendent of schools.

In considering the principles enumerated, it is well to remember that the successful operation of a public school system is dependent upon cooperation to a very considerable degree. This cooperation is necessary (a) among the individual members of the board of school directors, (b) between the board and its appointees and employees, and (c) between those employed by the board in administrative and supervisory capacities and the employees who serve under the general supervision of such persons.

Financing the School Program

Since school boards exist only to provide educational facilities for the children of the community, the all-important business

of the board is the educational program made available for the child. However, a satisfactory educational program is dependent completely upon the school board's ability to provide funds to pay the cost of the program. Presumably, the more efficiently the board conducts its business, the better it will be able to provide the necessary revenue to finance the educational program. Therefore, in considering means of improving the efficiency of school business administration, the ultimate objective of providing the best educational facilities possible with the available funds is the foremost consideration.

The well-defined policies which a board has with respect to its educational program have a far-reaching effect, not only on the educational offering available for the children of the district but upon the cost of the schools. For example, the policy of fixing the salary schedule above the minimum required by law, will have an effect on the quality of the instruction and on the cost of the schools. In sparsely settled areas, where transportation is needed, the policy of the board with respect to transportation and the conditions under which it will be furnished, will have an important effect upon the availability of educational facilities for certain groups and correspondingly upon the cost of the educational program. The policy of the board with respect to a broadened and enriched program of instruction will, of course, have marked effects upon the cost of school facilities.

Having determined its educational program and its policies in connection with that program, the board is in a position to work out a necessary supporting financial program. In attaining business efficiency and educational efficiency, an important factor is the budget and the policies of the board of school directors regarding the budget. Definite policies are essential regarding (a) the preparation of the budget, (b) its administration, and (c) budgetary control.

Administering and Controlling the Budget

The terms "administration of the budget" and "budgetary control" might be considered synonymous. However, as used here, there is a distinction. The budget as adopted by the board, provides definite amounts for specific purposes expressed in terms of the accounting system. The detailed or working budget, used as a basis of determining the budget as adopted, breaks down these items into detail. As a rule, the items as set up in the working budget will be in more or less general terms. For example, under "supplies of instruction," there may be a certain allotment for biological equipment. In administering the budget, someone must deter-

mine the particular type or types of biological laboratory equipment which will be purchased with this money. The term "administration of the budget," then, has to do with the supervision of questions of this nature. By budgetary control is meant the fiscal control of budgetary appropriations so that these are not exceeded and that, in so far as possible, the necessary revenue is provided for the budget estimates.

Since the board will expect to hold the superintendent or supervising principal responsible for the educational program, and since this program depends on the budget for its effectiveness, it seems to follow that the superintendent, or supervising principal, is the person to whom the board should delegate the responsibility for determining the emphasis placed on the various items in the preliminary budget. Ordinarily, the detail work of preparing the tentative budget is a cooperative enterprise in which the school administrator, the secretary of the board of school directors, the business manager, the building principals, and the heads of departments, if any—all make their respective contributions, but in my opinion, the final determination of the tentative budget should be the responsibility of the school administrator.

The studying of the tentative budget, the discussion of questions with respect to the items included, and the determining of changes before approval, and finally the legal adoption of the budget—all belongs to the board of school directors. The school administrator and other school officials, such as the business manager, must be on hand to answer questions of the board and of citizens and to defend the recommendations of the educational staff. When the budget has been prepared for an educational program already approved and merely continuing previously determined policies and services, the changes in the tentative budget before final adoption will be minor.

Budget Adjustments

After the board has prepared an efficient financial plan for educational services, the next problem is the administration of this plan. Since the greater portion of the expenditures are intended for educational purposes, it seems that the superintendent, or supervising principal, should be charged with the responsibility of administering the budget. However, strict budgetary control should be exercised by the board of school directors itself. Proper budgetary control is dependent upon proper accounting and implies two policies which the board should enforce:

First, there must be prompt and accurate accounting of all financial transactions.

Second, constant comparisons must be

¹Director of School Administration, Department of Public Instruction, Harrisburg, Pa. The present paper is an abstract of a longer address before the Pennsylvania Schoolmen's Week, 1942.

made (a) between the amount budgeted for each item of expense and the sums thus far expended, and (b) between the amount of the estimated receipts from each source and the total thus far received from that source.

It is advisable that these comparisons be brought to the attention of the board at each regular meeting in the financial report submitted by the secretary.

This type of control does not contemplate that the budget shall be followed blindly. The budget is essentially a financial plan, and plans sometimes need to be revised. It does mean, however, that the board of school directors should not permit any person to incur obligations which will cause the budget to be violated. It means, too, that the board itself must not approve such obligations.

When it is necessary and desirable, the board should make transfers of unobligated balances from any item of the budget to another, which because of a changed situation, may require additional revenue.² Where receipts from any source of revenue are less than anticipated, the reasons for the failure should be investigated, and possible and desirable action should be taken to stimulate receipts from this particular source. The total expenditures for the fiscal year should be kept within the total of the budget as adopted, except in the case of emergency as defined and provided for in the state school laws.

Effective Meetings Help Efficiency

For maximum efficiency, a board of school directors should have a plan for conducting its meetings. The agenda of each meeting should be prepared in advance and should be built around a regular order of business. It will be helpful if each board member can have a copy of the agenda in advance of the meeting so that he may be prepared to deliberate intelligently. The regular order of business followed at its meetings, should anticipate all types of business which are likely to occur in order that nothing may be overlooked. The exact sequence of items is not essential, although as a general principle, routine matters should be disposed of early in the meeting, leaving controversial topics and new business to be considered last. Discussion of any problem should not use up so much time as to prevent the transaction of routine business or cause the meeting to be unduly long.

The efficiency with which the business is transacted at board meetings will depend very largely on the ability and skill of the president. As presiding officer, he should see that business keeps moving, that unimportant matters do not take up an undue amount of time, that no one member monopolizes the floor, but that each member is given an opportunity to express his opinion. It is essential that parliamentary

procedure be followed, but a spirit of informality is similarly needed. A successful presiding officer will be more interested in giving each member an opportunity to contribute to the deliberation than in preserving formality.

Since the board of school directors speaks only through its minutes, it is necessary that the minutes be accurate and sufficiently complete to record properly every official act. The record of minutes must always be up to date. Considerable time can be saved at meetings if copies of minutes are furnished to each member soon after each meeting. In smaller school districts this may not be possible, nor is it necessary.

It should be a policy of the board to have financial obligations met monthly and, where possible, to obtain discounts for prompt payments. However, the board should not permit bills to be paid, audited, and approved by the board, except as otherwise provided for in the law. A proper entry of the approval of all bills is a necessary record in the minutes. No board can permit unauthorized purchases; in fact, a definite procedure to be followed whenever purchases are to be made is an essential of good business management.

Tax Collections

In Pennsylvania, the state school laws require that the secretary of the district shall keep an account with the tax collector. This is an important record, and the board has the responsibility to see that it is properly maintained. There are outstanding in Pennsylvania school districts approximately \$80,000,000 of uncollected school taxes. It is important that a detailed record be kept of these potential resources. The delinquent tax record should be kept in sufficient detail to permit the secretary to determine promptly the amount of taxes due from any particular individual. Such records will prevent loss, conserve the resources of the district, and tend to make certain that the school district is protected through the establishment of liens, either by returning uncollected taxes on real estate to the county commissioners, or by the filing of liens with the prothonotary.

The regulations of the board should require regular monthly reports from and yearly settlements with the tax collector. Delinquency in this respect may tend to encourage improper use of tax monies. It is the duty of the board of school directors to see that the tax collector complies with the law and that every legal requirement and safeguard is met with respect to protecting the resources of the district. This will include the proper bonding of the tax collector and all other officials and employees of the board where the provisions of the law or the duties performed by the individual make bonding necessary.

Wherever economies may be effected and potential resources preserved, it is possible to provide better school facilities at lower cost. In this connection, school boards will find it desirable to adopt the policy of "pay-as-you-go" in so far as possible.

Borrowing is always expensive. The school fiscal policy should be planned carefully to expend as little as possible for debt service. To offset uncollected taxes on real estate it may be desirable to float short-term loans near the close of the fiscal school year, and to repay the loans from the first tax receipts. However, under some circumstances, it may be cheaper, because of lower interest rates to issue bonds. Before any monies are borrowed, the board of school directors will find it advantageous to compare the interest rates being charged by the local bank with interest rates paid in other localities. Such comparisons often result in considerable savings.

Sufficient examples have been cited here to emphasize the importance of definite plans and policies in the transaction of all school business.

To summarize: In the educational scheme is there great possibility of developing efficiency through planning and the adoption of definite policies in handling the business affairs of the board, particularly in (a) the preparation of the budget, (b) the budget administration, (c) budgetary control, (d) proper procedures in purchasing, (e) proper recording of all financial transactions and official acts of the board, and (f) the settlement of accounts with the tax collector?

In addition to the financial advantages accruing from proper planning and the adoption of policies and rules and regulations, an untold amount of the time will be saved. Numerous single problems which otherwise result in long drawn-out discussions can be decided promptly on the basis of accepted policies and rules.

In school districts, where there is no superintendent or supervising principal, the board should delegate to the county superintendent of schools such administrative functions as circumstances permit him to perform efficiently. The fact that the board does not employ an administrative official, increases rather than decreases the need for definite policies and rules and regulations in connection with the same.

A NEW DEAL

A new deal has recently appeared on the educational horizon. It means that when school opportunities are dealt in the future there will be no more dealing from the bottom of the deck to a select few of the so-called gifted students. There will be less worshiping at the shrine of grades, marks, credits, and promotions as a basis for classifying students. There will be less talk about the I.Q. (Intelligence Quotient) and more attention given to the P.Q. (Personality Quotient). Modern education believes that the personality development of the student should and must be a matter of fundamental concern to every teacher. As a symbol the I.Q. should perhaps mean "I Question." Parents can be of much help to the schools and their children by conferring frequently with the teachers and the school principal. By so doing parents can help decide upon the kind of work that their children can do and do with a feeling of real accomplishment. — *Harold R. Manners.*

²The school laws of Pennsylvania provide that the amount of funds appropriated to any particular item of expenditure shall not be used for any other purpose, or transferred, except by resolution of the board of school directors, receiving the affirmative vote of two thirds of the members thereof.

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The boys "brushing out" a fire trail on the Eagle Rock Forestry Project conducted by the Santa Cruz High School.

Work Experience Under Local Control

The Eagle Rock Forestry Camp of the Santa Cruz High School

Homer H. Cornick¹

A great deal has been said in recent years concerning the necessity of work experience for high school students. Critics of modern education have claimed that too much time is devoted to theory and "book learning" and too little time to real experience and hard work. They have pointed at the CCC and the NYA as needed examples of work experience for American youth. While many educators have agreed that work experience is desirable in a high school program, they have objected to the work camps, such as proposed in the Schweit bill (H.R. 1074, 77th Congress) on the grounds that such camps would take young people away from their local communities and would provide excellent opportunities for indoctrination from a central authority.

Without attempting to settle the merits of the question, the following article describes the experience of one community in providing work-camp experience for high school boys under control of the high school authorities.

The Santa Cruz City High School District is composed of the city of Santa Cruz (population 16,000) and 16 adjacent rural districts. The city, a famous resort area, is located on the Central California coast line and is surrounded by the Santa Cruz



The instructor, Mr. Robert Burton, explaining a rock formation found on one of the field trips.

¹City Superintendent of Schools, Santa Cruz, Calif.



The general character of the terrain may be understood from this typical view.

mountains, heavily forested with California redwoods and other timber. Because of this background the high school has offered a forestry course for many years under the direction of Mr. Robert Burton. Frequent field trips supplemented the laboratory work of the class.

In the spring of 1940, Mr. Burton interested the high school principal and the superintendent in the possibility of opening a forestry-work camp for practical instruction during the summer. The most desirable site was a large tract on Ben Lomond mountain owned by the Coast Counties Gas & Electric Co. This watershed includes the headwaters of three creeks and is an integral part of the Coast Counties Gas & Electric hydroelectric plant at Big Creek. After school conferences between school officials and officers of the power company, the following agreement was worked out.

The Work Done

The high school district agreed to furnish the services of an instructor and a class of 12 to 15 forestry students, carefully selected because of training, physical fitness, and enthusiasm for the project. This group would perform the following work on the property:

1. *Protection*—by fire trail building and removal of fire hazards

2. *Silviculture*—by replanting certain selected areas and improving stands of timber by thinning

3. *Soil conservation*—by building low retaining dams and replanting certain areas with desirable grasses

4. *Water conservation*—by removing excess competitive growth, promoting the accumulation of humus, and by constructing low dams and contour ditches

5. *Utilization of forest products*—through the sale of fire wood and timber

The power company agreed to lease the property to the high school district for the sum of \$1 per year and to give the high school the sum of \$2,500 to defray expenses for the first year.

The proposed project was submitted to representatives of the United States Forest Service, the Soil Conservation Service, the State Forestry Department, and the University of California Agricultural Extension Division. These agencies unanimously agreed that the project was sound and feasible from a forestry standpoint.

After checking with the state department of education and legal authorities, a contract was entered into by the Coast Counties Gas & Electric Co. and the Santa Cruz City High School District. The contract covered the period from May 1 to October 1, 1940, and included most of the points mentioned above. Supervision

of the project and authority for control and procedure of the camp were vested in the high school district.

The First Group

On June 15, 1940, the Eagle Rock Forestry Project of the Santa Cruz City High School District began. Fourteen high school boys of the forestry class under the leadership of Instructor Robert Burton began work by converting an abandoned farm house into a mess hall and study room. An old barn was torn down and the lumber utilized in making 10 houses, each housing two boys. As soon as accommodations were completed a time schedule was worked out and closely followed. At 5:45 a.m. the first bell rang. Breakfast was at 6:15, lunches were put up by 7, and by 7:30 all cabins were inspected and students were leaving with all their tools. At 7:45 a.m. work began and continued until 4 p.m. with an hour out for noon. From 4 to 6 the boys were free to swim, read, play games, or rest. Supper at 6 was followed by study hour and discussions with the instructor on geology, physics, chemistry, and problems related to the work on the project. Lights went out and quiet was required at 9 p.m. The boys left in a truck each Friday evening for Santa Cruz, 17 miles away. They returned Sunday evening in the truck with the provisions for the following week. Camp cooking was taught, each boy having to act as cook for four days with another boy as helper. The helper became the cook for the following week. The food proved entirely satisfactory and wholesome. Meals averaging about 18 cents each were paid for by the boys, each of whom received \$16 per week for his work.

Everything from falling trees to saw filing was taught. Skills were acquired not only in the use of the common woodsman's tools but also in the use of such technical tools as are used to measure trees, water, and land. In the evenings the dining-room table was cleared for insect mounting, reading, geological displays, and botanical studies. Serious discussions took place around the fireplace.

The area worked over was divided into units with from two to four students assigned to each unit. Student leaders for the various units were rotated to give each a chance. Work consisted of removing excess growth, clearing brush, making fire trails, salvaging cordwood, building soil-retaining dams, and constructing weirs for measuring stream flow. An experiment in treating redwood poles with a preservative was set up. The 1940 class continued for 10 weeks.

Camp Reopened in 1941 and 1942

The success of the camp led the Coast Counties Gas & Electric Co. to make the same offer of financial assistance to conduct the class during the summer of 1941 and 1942. The offer was accepted and each summer a new group of boys was given instruction. New areas were worked over and new projects added.

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Redwood logs felled by the boys are sold to the saw mill.



The ample meals are prepared and served by student cooks.

Fire trails have been completed for several miles sufficiently wide to allow state fire-fighting trucks access to what was formerly a dense tangle of trees and underbrush. Pools have been constructed along the creek areas of the fire trail so that fire trucks may replenish their water supply. An old pool at headquarters was made watertight so that now a minimum supply of 32,000 gal. is available for fire fighting. The writer has just returned from an overnight stay at the camp and a ride with one of the work crews down a four-mile logging road, abandoned 30 years ago and opened up by the boys this year.

Great interest has been taken in the

camp, which has averaged 150 visits each year by parents and other citizens. During the 1941 year a motion picture was taken of the project. The showing of this film aroused so much favorable comment over the state that the University of California Visual Education Department took over the film and had it sound tracked for national distribution through the University Extension Division.

To the students this program, which can be duplicated by any high school in a forested area, has presented an opportunity for a healthful program of work, study, and recreation for five days a week for nine or ten weeks, with the opportunity

to save \$100 over and above expenses.

To the school the program offers a program of study and work linked with conservation and local betterment of national resources. It offers a chance to teach sciences on a practical basis, to teach the value of hard work, and to acquaint the students with the joys of outdoor life.

To the owners of the property the program offers an opportunity to demonstrate good forest management, to have their watershed improved through conservation, thinning, and fire protection, and to demonstrate locally that they are interested in the betterment of the community and its future leaders.

Old-Age Security for Pension "Have Nots"

Ida E. Housman¹

The school board was in a quandary. Most of them were Miss Smith's "boys" and recalled the good old days spent in her classroom. Now she was old and not fit to teach. For many years the teachers in the state had worked for a state-wide teacher retirement law, but they still remained among the 25 per cent of the nation's teachers without pension protection. For the sake of both the teacher and the children, something should be done. If only Miss Smith were 65 years old, and if she did not own a little mortgaged home, then she could apply for old-age assistance under the Social Security Act. The fact was she was too poor to resign, and even if she were old enough, too rich for old-age assistance. So her school-board friends voted to let her continue to teach.

Old-Age Security "Have Nots"

Teachers and all other citizens in the United States are included under two pro-

grams provided by the Social Security Act. These programs are old-age assistance and public health and welfare services, which are both supported by government grants and state aid. Teachers are listed among the "Have Nots" in the third program, social insurance, which is paid for by employment taxes. Social insurance includes both federal old-age and survivors insurance benefits and unemployment compensation. Those covered by social insurance are gainful employees, that is, persons receiving wages and salaries who are in industry and commerce. In 1940 about 20,000,000 workers were excluded from old-age insurance. Among those excluded are agricultural labor; domestic service; government employment, federal, state, and local; nonprofit organizations; and self-employed individuals, as farmers, doctors, lawyers, shopkeepers, and plumbers. The reasons for exclusion are administrative, legal, and political. Public school employees are excluded by Section 209 (b) (7), of the Social Security Act as

amended in 1939, and Section 1410 of the Internal Revenue Code. The question of the constitutionality of federal taxation on public employees and employers is the issue involved.

Suggestions for Pension "Have Nots"

At present several bills are before Congress to extend the coverage of old-age insurance. Teachers, police, firemen, ministers, and other groups now included in retirement systems or pension plans are opposed to such inclusion. Most of the teachers not under retirement systems continue to work for state-wide laws or for placing enacted laws in operation; others, discouraged, favor inclusion under old-age insurance. Some would prefer to be under both a state-wide teacher retirement system and old-age insurance. From the financial standpoint, this would be too expensive for both the teacher and either the school district or the state. Any plan should be flexible so that employees in a bankrupt pension plan could choose old-

¹Pension Officer, Council of Teachers' Organizations of New Jersey, Hoboken, N. J.

age insurance. Further a national, a state, or a local group desiring to terminate old-age insurance and organize an actuarial reserve retirement system should have the privilege of doing so.

One suggested solution is to exempt existing retirement systems — whether teacher, police, firemen, ministers, or any other group — and permit state or local or group units not having pension plans voluntarily to place their members under old-age insurance. This plan would require compacts between the "Have Nots" and the social security board.

Plan Proposed for "Have Nots"

Suppose we suggest a plan to help teachers' pension "Have Nots" that would embody features of both the actuarial reserve retirement system and old-age insurance. Let us assume that if teachers were included under old-age insurance, then probably school districts would pay a 3 per cent pay-roll tax for the employer's share and the 3 per cent tax on the teachers' salaries for the employees' share to the United States Bureau of Internal Revenue. But, under this proposed plan, the school board would pay both the tax on the school district and the tax on the teachers to a state teachers' retirement system under the supervision of a state department of banking and insurance. The

school district or employing body could pay the maximum rate fixed under old-age insurance or a higher rate if the school board so desired. An actuary could calculate the rates to be paid by the teachers.

Usually a teacher under a retirement system is refunded her contributions with interest on accepting employment in another state, and the first state retains its share of the contributions. Because a number of states lack state-wide teacher retirement systems, reciprocity does not exist. In order to permit reciprocity, this plan would allow the return of a member's contributions with interest only as a death benefit before retirement. In case of resignation or dismissal, the member's account, consisting of both the teacher's and the employer's contributions, would become inactive and remain in the state retirement system. The teacher would receive a statement showing the status of her account. Suppose she accepts a position in another state, and later decides to take a job in industry. On reaching age 65, this teacher would be entitled to benefits under two retirement systems and old-age insurance.

For the next development, watch Congressional action on several fronts — pending legislation, new social security bills, and proposals to raise revenues by higher pay-roll taxes for social security benefits.

Morale Building in Our Schools¹

Earl H. Hanson²

In many ways this is our important single function connected with the winning of the war. It is obvious that morale, if we define it as "the spirit to work and fight," will count more toward victory than anything else, except the size of the Army and its equipment. We know that morale, or what the high school coach calls "fight," is the most important single factor in the winning of athletic contests. The schools can make large contributions toward morale. They operate as follows:

1. *Through discharging adequately their so-called foster-parent obligations.* If the children are reasonably normal, the worry of the parents is less, and if the worry of the parents is less, their efficiency is increased and their fighting spirit improved. One of the officials of the John Deere Harvester Co. stated a few weeks ago that if they hire women as well as men, it will be imperative that these women feel confident that, while at work, their children are being well cared for. He stated that there is grave risk both to the worker and to the product if the mind is not free to focus upon the job.

¹This brief paper is an extract from an extended discussion of the teaching profession in wartime, read by Dr. Hanson before the Second Annual Conference on Professional Relations, at the DeKalb State Teachers College, July 22, 1942.

²Superintendent of Schools, Rock Island, Ill.

2. *Through providing opportunity to both parents and children to relax.* Many of our school exhibitions contribute to such relaxation. Some of them, on the other hand, do not. Frequently they leave the whole school exhausted many days after the program has been presented. You know from your experience that too often after a good school program the youngsters need a rest and the teachers won't speak to each other. We must provide exhibitions, but we must find a way to do so without draining too much nervous energy from either the teachers or the pupils.

3. *Through granting the children reasonably calm and regulated school days.*

4. *Through remaining calm and poised ourselves.* It is known that children react nervously or calmly as their elders react. If parents and teachers are nervous and tense, the children will be likewise emotionally disturbed. If, however, we are relatively free of strain, even though the physical conditions be bad, the children are relatively well poised. Not only do children catch nervousness from their elders, but elders also react nervously to nervous children. If we send the youngsters home exhausted and cross, we contribute to a disturbed home and a reduced war effort. Those of us who are parents know that there isn't anything more dis-

organizing than a group of squalling, fighting youngsters, especially when we the parents are tired ourselves. If, on the other hand, the children are serene they tend to soothe the frazzled nerves of overworked parents. These parents can rest and return to their important jobs of war production refreshed.

5. *Through giving to the youngsters an outlet for the tensions created by the war itself.* Some children possess fanciful pictures of war conditions much worse than the reality. Relief may be provided by permitting a calm and objective appraisal of the experiences of the war so that the fear of what is happening will not be greater than the event itself. It was found in England that the evacuated school children were desperately tense during the bombardment of London. Their emotions played upon the fate of their parents and the possible destruction of their homes. Much of the tenseness was abated when teachers went back to London, took pictures of the "blitzed" areas, obtained actual statements from parents, and brought these reports back to the evacuees to be presented in an objective way. So far, probably the most serious pressure upon our children so happily far from the battle fronts is not the excitement of the "blitz." Even in England, apparently, the children regard the war largely as a thrilling adventure. The most serious problem will be the impact of the casualty list. When big brother John, who is little Joe's hero, is announced as killed in action, we have a situation that demands extremely delicate handling.

LEAVE OF ABSENCE FOR WAR SERVICE

THROUGHOUT the country where school personnel have enlisted or been drafted into the armed service, the boards of education have granted leaves of absence with the assurance that positions held would be open after the war. The policy proceeds on the thought that war shall not deprive school staff members of their opportunities in civil life after such service.

Two new types of withdrawals from school service have caused difficulties in recent months: Teachers have asked for, or taken, leaves (a) to enter federal civilian governmental service or (b) to accept jobs in industry, where presumably war production work is done. In neither instance does it seem advisable to give a teacher or a nonprofessional school employee any consideration beyond a courteous release under the established rules and policies of the board. In fact, there is every reason to refuse cancellations of teachers' contracts, especially in the smaller communities where the teacher shortage is growing so alarmingly.

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Preventive Reading Instruction¹

Emmett Albert Betts²

Our grave international crisis calls for the united action of all sincerely patriotic Americans. Verbalism accompanied by the waving of empty guns and the sending out of phantom sea and air armadas is not protection for our way of life. When diplomatic sorcery and political connivance have only verbal foundations and, therefore, cannot be backed up with mobilized man power and the cold instruments of war, political and social structures are doomed for destruction. To prevent devastation, stop-gap measures must be instituted for immediacy, and long-range strategy must be developed to insure perseverance to a successful conclusion of hostilities. Significant social goals motivate men to sacrifice their lives that they may not be required to submit to a way of life incompatible with their notions of freedom and that their fellow men may live unmolested by outside tyrants.

In these dark days of "blood, sweat, and tears," more is expected of the teacher than the sheer routine of school keeping. As the names of relatives and friends are added to the expanding casualty lists, our responsibilities to their children assume solemn proportions. Are we to perpetuate the regimentation in our classroom akin to that which the dictators are attempting to fasten so securely upon their conquered peoples? Are we educators willing to sacrifice our premises leading to regimentation that these men shall not have sacrificed their lives for a fantasy? Are we willing to have this way of life which we call democracy come to full flower in our classrooms? Or, are we to bury the uniqueness of each individual in the darkness of outmoded pedagogy and continue with business as usual? This is the challenge of the hour.

We break faith with children when we continue to prattle about remedial reading and the many other symptomatic needs arising from a system of education that produces language handicaps and frustrated personalities. We break faith with those entrusted to our nurture when we fail to evaluate the basic assumptions that lead to practices that produce retardation in learning and its concomitants. These problems do not arise from our present international emergency but they should be very real to us at this time.

William T. Harris is credited by many workers as having issued one of the first challenges to regimented practices which grew out of the McGuffey "graded" read-

ers, the "grading of pupils," the "grade" specialization of teachers, a fixed and static curriculum, etc. In approximately 80 years, one administrative plan after another has been developed to further enhance the possibilities of providing equal learning opportunities for all learners. Plans superimposed upon schools from the administrator's office have left much to be desired. As a result, attention has been more recently focused upon differentiation within the classroom. Generations later, the challenge issued by Harris and other hardy pioneers in American education is being accepted by an increasing percentage of educators.

True Differentiation in Instruction

The wide range of abilities, needs, and interests — *differences* — within any classroom makes imperative a *differentiated* approach to the problem. Before a differentiated program of instruction can be put into operation, reappraisal and reorientation are necessary. First, the basic premises of the educational program must be identified and evaluated in terms of the facts of the situation. If those connected with the education of children believe that a "third grade" actually exists in terms of *likenesses* on any basis, that there is such a thing as a "second-grade" word, that *every* child can and should master a given amount of "curriculum," that retardation exists only among those pupils who score below grade "average" on an achievement test, that systematic instruction implies regimentation, that home reports are for the purpose of showing achievement on a narrow list of "fundamentals" in terms of the class average, etc., then the facts of the school situation must be reappraised in order to achieve adequate orientation. Notions must be made to square more nearly with the facts.

Differentiation of instruction is making a strong bid to supersede the remedial reading of the 1930's. And again, differentiated instruction is likely to take precedence over limited plans for grouping and for individualized instruction. A program of differentiated instruction involves more than small group and individual activities. Briefly, differentiation of instruction includes *class* planning and activities, *group* planning and activities, and *individual* planning and activities. Differentiated instruction is a way of evaluating and *living* with a group of *individuals* in a classroom that results in a maximum of development of each individual in terms of his interests, needs, and capacities. Through this type of classroom administration, basic reading skills, abilities, attitudes, and information — such as location of information, selec-

tion and evaluation, organization — are given life significance.

Teaching is the practical recognition of *differences*. Until *differences* among the pupils of a given class are recognized, instruction cannot be on a sound, effective, systematic basis. A significant part of the dilemma in modern education has been brought about by a failure to admit *differences* — by the treating of all children alike.

A "class" or a "grade" is an abstraction; it exists in the teacher's mind or nervous system. Actually, a class is comprised of Bobby, Johnny, Mary, Alice — a group of *individuals*. These individuals vary widely in capacities, achievements, interests, etc. In a sound educational program, the practices must square with the facts. Regimented instruction (i.e., the use of the same materials for all the pupils of a "class" or "grade") must be justified on the basis of questionable assumptions, whereas the *facts* make differentiated instruction imperative. No one has ever *seen* a "first-grade class," or a "fifth-grade class." What a teacher should "see" is a group of *individuals*, unique unto themselves. Not until differences are "seen" is the teacher herself *ready* to teach, because *learning* the child must precede *teaching* the child.

Failure Prevention in Reading

Preventive reading instruction does not fit the patterns of most forms of traditional schools with their heavy emphasis on regimentation. Preventive reading instruction is primarily differentiated guidance in language development. From available evidence it appears that a program designed to prevent a majority of our present reading ills must be developed in terms of premises quite different from those basic to traditional forms of education. Basic to preventive reading instruction are certain assumptions, of which a few will be described very briefly here.

First, reading is a facet rather than an isolated fragment of language. If this assumption is valid, then systematic sequences in reading must be validated in terms of general language development.

Second, reading is primarily a problem of interpretation, in the larger sense. The semantic emphasis on reading as "the reconstruction of the facts behind the symbols" must take precedence over the so-called mechanics of reading. The instructional jobs in reading — such as location of information, comprehension, selection and evaluation, and organization — begin with the admission of the child to kindergarten or first grade and continue to be perennial problems through college and adult life.

¹This paper was read by Dr. Betts before a meeting of the National Conference on Research in English, February 24, 1942.

²Research Professor and Director of the Reading Clinic, The Pennsylvania State College, State College, Pa.

Third, readiness for reading involves not only a general language development and a background of direct experiences but also certain specifics which orient the learner for the reading of a given unit of material. In this sense, readiness is not something that can be purchased in a pre-reading book. Readiness is a problem at all levels of instruction. In the light of this assumption, the recent trend in basal readers to postpone initial reading instruction for *all* pupils becomes one to be carefully controlled.

Fourth, language patterns are developed systematically and, to a degree, are unique unto each individual. If this assumption is valid, then the overemphasis on grade placement of curriculum items in the traditional schools of the past must be superseded by attention to systematic sequences on a differentiated basis. For example, it is a shock for some traditionalists to learn that the authors of 17 series of spellers for grades 2 to 8 agreed on the grade placement of only one word. It will continue to be difficult to overcome traditional notions that there is such a curriculum item as a second-grade spelling or reading word until learner development is given first consideration.

Fifth, a wide range of language abilities exists at any one "grade level." For example, our studies have shown that fifth-grade children vary in reading ability from about the "preprimer level" to "twelfth-grade level"; that the reading rates for the same group of children range from approximately 30 words per minute to more than 800.

Sixth, education increases individual differences. For example, the reading capacities of six-year-olds vary widely but the reading abilities fall within very narrow limits. With each successive year or "grade," the range of reading abilities is extended. Differentiated instruction increases these differences among pupils of a given age or "grade" level rather than produces homogeneity.

Traditional Education

In many ways education in general has changed with the times. However, certain fundamental changes are being brought about very slowly, because superficial changes and fads have not modified in all schools the basic premises upon which these schools are operated. Until these basic premises are revised, fallacious procedures—some extremely detrimental—will persist in classrooms. Generally speaking, a given classroom cannot be described as *either* traditional *or* progressive. Instead, there are many shades of practices varying between the *either-or*. In order to evaluate some of the problems confronting educators, a brief description of traditional education follows.

Administration of Reading Instruction. In *traditional* schools reading instruction is offered primarily in periods set aside for

"formal" reading. In fact, some schools have set up departmentalized (more often strictly compartmentalized) programs in which a "subject" of the curriculum is taught in isolation of other subjects by teacher specialists in subject matter. To offset the resulting compartmentalization in a departmentalized elementary school program, attempts have been made to integrate the work of a given class through the appointment of a head teacher for each class who serves as a "co-ordinator." By and large, traditional schools provide for reading instruction by means of scheduled periods in which pupils are supposed "to learn to read."

In late years, attempts have been made to supplement (and in some schools to complement) formal reading instruction by directing the attention of teachers of the other subjects, such as arithmetic, and geography, to specialized reading needs. Vocabulary has received major emphasis in these situations. The major goals of reading instruction in terms of human communication have not been clearly described by means of the cooperative endeavors of classroom teachers.

Although progress has been made in the administration of reading instruction, there is evidence of the tendency to give time allotments disproportionate consideration. To outline a program with a given number of minutes for each of the subjects tends to circumscribe practices, because the implication of isolated "subject" teaching is perpetuated. The emphasis on time allotments has not yet completely passed from the American educational scene.

Administrative procedures that place a premium on time allotments and isolated subjects have contributed significantly to the artificial separation of the language arts. Reading, spelling, speech, and written composition have been dealt with as separate subjects in traditional schools rather than as facets of language. This divorcement of the language arts has resulted in the teaching of spelling to children (for example, in Grade II) who could not read the basal preprimer or primer, in the teaching of reading and elementary school English without due regard for previous language experiences, and in the neglect of speech development. Traditional schools, therefore, present a picture of many shades of language-arts integration from practically complete separation of them through various forms and degrees of correlation to fairly adequate integration.

Regimentation and Its Correction

Regimented Instruction. In many classrooms, there are to be found various forms of undifferentiated instruction. Homogeneity is assumed by the administrator when *sets* of basal textbooks are purchased for a given class or grade. Homogeneity is assumed again when the teacher administers these prescriptions (e.g., duplicate

copies of a third-grade reader for *all* pupils of a given third grade) as the basis for formal instruction. Assuming *homogeneity* where *heterogeneity* exists is the basis of regimented instruction.

One form of regimented instruction found in some classrooms involves the misuse of basal textbooks. For example, in a third-grade classroom of 30 pupils there may be 30 third-grade readers, 30 third-grade spellers, 30 third-grade arithmetics, 30 third-grade language books, etc. In this type of school, similar use of basal textbooks is made at other "grade levels," regardless of the range of abilities within the class and the specific needs of individuals. This is a brief description of one type of regimented instruction that can be easily verified. Undoubtedly the frequency of occurrence of this general type of instructional situation merits major attention and should be carefully analyzed in order to identify the underlying causes.

In order to side-step the connotations that have developed around the term "grade," a substitute term *group* has been tried. For example, "Primary group one" has been used to designate the pupils in first grade. Where this substitution has been accompanied by fundamental revisions of premises, desirable changes have been reported. Too often, however, administrators have found themselves dealing with a symptom rather than a cause. Mere substitution of labels does not alter the basic facts in a classroom situation.

Remedial and Corrective Instruction. The history of American education is replete with examples of efforts to correct some of the faults of traditional regimentation with remedial and corrective instruction. In many school systems, the crest of the remedial reading wave reached its greatest height during the 1930's. Apparently the traditional practice was to offer special help only to those pupils below the class average. Since "reading capacity" often was not related to reading achievement in the interpretation of test scores, the fundamental problem of retardation resulting from regimented instruction and other factors was not revealed.

Evidence has been secured by the writer to the effect that there may be as much retardation among those pupils who achieve at or above "grade level" as there is among those pupils who achieve below grade level. In fact, in one school system where the policy prevailed of giving special help only to those who achieved below grade level, retardation was found to be predominant among those pupils who achieved at or above "grade level."

Tradition may cause educators to operate on *either-or* premises which do not square with actuality. A pupil cannot be classified as either at or not at grade level with the implication that he is retarded if he is not at grade level. In a given class or grade, pupils can be expected to vary widely in achievement, and, furthermore,

their ratios of achievement to capacity for achievement give additional evidence of the complexity of variations.

The Curriculum and Promotion

The Curriculum. In some ways reading has been well taught in traditional schools. Even with regimentation or varying degrees of differentiation, however, the emphasis has been on *how* to read rather than *what* to read. Reading goals have been described rather narrowly, tending toward the mechanics, rather than in terms of human communication with its semantic emphasis.

The "three R's" have been the foundations on which the traditional school curriculum was built. These have been tried in many ways and found inadequate. In the first place, reading instruction, for example, cannot be improved in the direction of larger goals by a sheer provision of more time and, therefore, more reading. Revision of time allotments does not appear to be the solution to the problem of how to improve instruction. Secondly, personality needs are not likely to be met in a school situation where mastery of the "three R's" is the chief goal of instruction.

In traditional schools, a fixed curriculum has been established. The curriculum has been used as a sort of ladder which all pupils must attempt to climb, regardless of capacity, interests, or needs. Since traditionalists could discuss issues in terms of knowledges, however abstract, that have supposedly been poured into the child, there was little need to attach educational values to elusive items such as self-realization, human relationships, and the like. However, even in traditional schools some attention, of necessity, is being given to the need for studying the learner and the social structure in which he is expected to live. By such means, adjustment and change will be made in the curriculum, and, probably more important, in viewing and appraising the curriculum.

Pupil Classification and Promotion. In the so-called traditional schools a diversity of practices exists regarding the classification and promotion of pupils. In the more extremely outmoded situations, 15 to 40 per cent of the first-grade pupils are not promoted to second grade because they cannot "read," pupils are admitted to first grade with chronological ages as low as four or five years, pupils with language or general mental handicaps may be found in second-grade classrooms at the age of 14 years, many pupils who experience better than "average" success with the school subjects are double promoted, and so on. While this may be a description of an extreme type of situation, nevertheless some of these results of school policies may be found with a minimum of investigation.

Pupil classification and promotion policies are inextricably associated with notions regarding child development, school marks and report cards, general objectives

of education, professional premises, selection of instruction materials, selection and in-service preparation of teachers, etc. To issue an executive order that all pupils are to be promoted, without due consideration of provision for learner needs, is to deal with an isolated symptom. The removal of the symptom leaves the cause of the undesirable condition to be manifested in other ways. Pupil double promotion and nonpromotion have proved to be most inadequate adjustment procedures, because the emphasis is on adjusting the learner to the school rather than the school to the learner.

Better Appraisal Methods Needed

School Marks and Home Reports. Recently many types of systems for marking and home reporting have come into use. The use of percentages for scoring papers and recording achievement in home reports has been discarded quite generally. Not many years ago, a grade of 87 $\frac{2}{3}$ per cent might have been reported at the end of a month's or six weeks' period. The use of letter grades was adopted thereafter and still persists in some schools. In regard to either procedure, the same general notions were basic. A given pupil was graded in terms of the class average. In fact, the letter grade system was based on a misinterpretation of the normal curve used in statistical procedures. The fact that classes vary in abilities somewhat as individuals vary did not deter the application of the normal-curve principle to grading.

Any system of school marks and home reports that compares and contrasts the achievement of a given individual with that of others in a group is likely to produce disastrous results. In the first place, personality needs usually are not recognized. The pupil is "marked" only on the "three R's" or "subjects" stemming from them. Secondly, achievement in terms of

mental capacity and other factors is not given the consideration it merits. It has been the writer's experience that a bright child may loaf through his work, "earn" an "A" grade, and receive a reward of a bicycle or some similar extrinsic reward from well-meaning parents. On the other hand, a dull child may work niggardly at drills that are meaningless to him, "earn" an "E" or "F" grade, and receive perhaps corporal punishment from his parents for low grades. Such a system of school marks and home reports may be compatible with traditional notions, but the results and implications hardly square with modern notions of enlightened educators.

Methods of Appraising Growth and Needs. Traditional education—as characterized by a variety of practices commonly found—has been further entrenched by rather meager appraisal devices. In traditional schools, the major attention has been directed toward testing *academic* achievement. Tests and measurements most frequently used have paralleled the traditional outlines of school subjects. In this sense the validity of the tests for the situation in question cannot be open to serious criticism, but it soon became apparent that the misuse of standardized tests resulted to a degree in test-author dictation of the curriculum. Teachers tended to teach only that over which their pupils were to be tested. At the present time, notions regarding the nature of both tests and curriculum are being rigorously overhauled, and this revision undoubtedly will be reflected in modified practices in the most stereotyped school.

In some schools, the practice of administering standardized tests at the end of the year has become traditional. For some school situations, the test is the sole criterion for evaluating the teacher! Others attempt to justify the end-of-the-year administration with the statement that the results will be available in the fall. In general it appears to be traditional to make administrative rather than instructional use of standardized tests.

Even in many traditional schools some use has been made of intelligence tests. Sometimes, however, no distinction was made between the results of group tests and the results of individual tests and between verbal and nonverbal tests. For example, some group tests of intelligence place a premium on reading ability and, therefore, are not acceptable measures of reading capacity for pupils with language handicaps. As a result of this misuse of intelligence tests, most, if not all pupils, with reading handicaps have been "proved," in an erroneous manner, to be dull. Stemming out of the psychological and educational testing movement has been the use of reading-readiness tests. In regimented schools, neither reading-readiness tests nor intelligence tests can be used very effectively.

(Concluded on page 69)

EDUCATION FOR WAR AND PEACE

It occurs to me that education is the one and only solution to winning the war, and then later to solving the peace. It won't be men and women from some other country or town alone that will do it. Some of them will come from Eagle Grove. You and I will be responsible for the training they have had to meet the job. That training will depend upon the philosophy of the teachers they have had and the type of equipment that has been available to teach with. Are they going to be shallow thinkers or serious minded folks when the need arises? Will they have adequate preparation for the technical and professional problems that are here today and will continue indefinitely? Can we pass off our responsibility by saying that someone else should do that, and that, and that?—C. L. McDowell, Superintendent of Schools, Eagle Grove, Iowa.



School Bus Safety requires first of all a mechanically safe bus.

Mechanically Perfect — Plus

Carrol C. Hall¹

The school buses in Illinois are mechanically perfect — *plus*. A system of inspection has been developed that demands the highest standards of safety for the buses used to transport the school children of Illinois. They ride in buses that are as safe as human ingenuity aided by modern inspection equipment can make them.

Action by the 61st General Assembly of Illinois, in 1939, made possible this rigid program of safety inspection. Today, after two years' experience, a program of safety inspection has been developed whereby every one of the 700 buses in which over 33,000 Illinois children ride to and from school is thoroughly checked twice each year. There is no stinting of time, effort, or money to protect the lives of the pupils transported in that state, and this goes for the present year of war.

Each time an Illinois school bus is examined at any one of the 36 inspection stations scattered throughout the state, 126 separate and distinct items are carefully checked. If any single one of the 126 items is not found satisfactory, the bus is not permitted to operate!

For instance, there are 16 items that pertain to the brakes alone; 14 items that are concerned with the lights; 18 items in the driver's compartment; 32 items in the interior of the bus; 24 items about the exterior — items relating to the motor, the chassis — all inspected with painstaking detail. The inspection requires from two to four hours for each bus.

How can such a rigid program of bus inspection be enforced? The answer lies in the all-powerful weapon of state aid.

The General Assembly Law of 1939 provided state aid for transportation of resident pupils who are regularly attending elementary and high schools and who live one and one-half miles or farther from the school attended. However, the school districts which furnish transportation and apply for state aid — and comparatively few districts have not done so — have to meet the "standards of safety, comfort, convenience, and operation prescribed by the superintendent of public instruction."

Only by meeting the standards set up by the Department of Public Instruction can the districts receive this aid which may amount to as much as "\$15 per pupil transported throughout the school year."



The Illinois bus check is thorough and painstaking.

Illinois entered upon a program of state aid for pupil transportation after 37 other states had previously participated in the movement. That late start gave the school officials ample opportunity for studying the best practices used in all parts of the nation and, as a consequence, Illinois has a plan of school bus inspection that includes several unique features.

The three most outstanding characteristics of the Illinois program are:

1. The safety program includes an "original" inspection of the bus before it is placed into service and a twice-a-year "safety" checkup every season of operation thereafter.

2. All inspections are conducted in privately owned garages licensed as safety inspectors by the Division of Motor Carriers. (Other states use the state police as the inspecting agency.) The "original" inspection is paid for by the bus manufacturer, while the costs of the subsequent "safety" inspections are borne by the bus owners, which may be a school district or a private carrier. Standard fees are set up for the inspections.

3. Under the program set up, every item on the form used for the inspections is checked thoroughly; and, when all conditions have been met, the bus owners are reimbursed as provided under the terms of the law.

The "original" inspection, which is the manufacturer's responsibility, must be completed before the bus can be delivered to the purchaser. This inspection is, of course, mainly concerned with the major construction features of the vehicle; the details are highly standardized by the state superintendent's office and follow the recommended national school bus specifications.

The "safety" checkups, held semianually, are usually scheduled for the month of August and during the Christmas holidays. This plan insures a safety inspection of each school bus at least every four and

¹Instructor, Springfield, Ill., High School.

one-half months during any school year.

The items inspected during both check-ups are practically the same but the "original" inspection of the bus is chiefly concerned with the basic equipment; the "safety" inspection is conducted to determine how efficiently this equipment is operating and to see the condition in which it is maintained.

Following the safety inspection, if the bus is approved, the inspection agent sticks a "School Bus Safety Certificate" on the lower right-hand corner of the windshield. This certificate is good until the next semiannual inspection.

Cooperating in this detailed program of safety checking are the following agencies: the garages in which the inspections are held, the school served by the buses, the county superintendents' offices, and the office of John A. Wieland, state superintendent of public instruction. Don Cash

Seaton is in charge of transportation for Mr. Wieland's office.

As previously mentioned, the inspection agent is a private garage owner who holds a safety inspection license under the State Bureau of Motor Carriers. The agents are chosen with utmost care and must have qualifications and equipment especially fitted for safety work. Often PTA groups aid in securing the agents. The use of private inspection agents is thought by the superintendent of public instruction to be an effective means of preventing political influence or any other extraneous factors from interfering with the safety of the transported pupils.

Although the compensation paid the private agents for the bus inspections is not large (\$7.50 for an original inspection; \$5 for a safety inspection), the agents, as a whole, look upon the task as an opportunity for a worth-while community serv-

ice — and as a mark of confidence and distinction for their mechanics and for their garage facilities.

All types of vehicles used by the various schools for the transportation of pupils are included in the program; station wagons and private passenger cars must pass the same tests if used in transportation of school pupils. If, for example, a school district purchases a used bus; the same procedure is followed in that transaction as in case of the "original" inspection for a new machine. There are no loopholes in the standards!

No mention has been made of the qualifications that are demanded by the state of Illinois for school bus drivers. That is a subject in itself. Suffice it to say that the human standards of physical and mental perfection required are as high as the standards for the mechanical perfection of the buses.

Bentwood School Board Gets Facts and Figures Judson Parsons

"We ought to have some pictures on the wall to decorate this room," Doctor Brown remarked at our last board meeting as he looked around our new board of education office and meeting room. The room was rather bare looking but then we had just moved into it. The Bentwood board of education had been in the habit of holding meetings in the members' homes. No good reason — just habit. But at the first meeting he had attended, our new member, Matt Tauber, had suggested that the dignity of the board demanded a regular meeting place. So Keith Denny, our superintendent, had fixed up a room in the high school building with a long table and some chairs and there we were. But since the only fittings we had were the table and chairs, the room did look pretty bare as the doctor had said.

"By next meeting, Doc," said Keith, "you'll find those walls occupied with something more useful than pictures. For instance, every school board has need occasionally for a map of the district. I plan to have a large school district map framed and hung on that end wall. To permit all of us to understand our population problem at a glance, I'll stick colored pins in the maps at points where our pupils live. For example, we can use red pins for high school students, blue pins for McKinley School pupils, and white pins for Roberts School pupils. Then we can tell at a glance in which section of the town the greatest growth in population is occurring. That will be useful information when we decide to make building improvements."

"Sounds all right," agreed the doctor,

"but what about the side wall? How about some pictures there?"

"I've plans for that wall, too. The school board ought to have complete, up-to-the-minute information on a lot of school facts. Our high school art department is making some large charts to show in graph form the changes in enrollment in each school, the number of boys in each grade, the number of girls in each grade, the number of pupils per teacher in each school, the number of tuition pupils in each school, and other facts about school enrollment. Other charts will show in graph form the results of the standard achievement tests we administer throughout the schools. Of course, no names of pupils will be included. The high, low, and median rating of each group of children will be shown together with comparative ratings with former tests and with the average standards of other schools in the country."

I was very much in favor of all this information for board members, but I questioned the need for all the graphs. Denny defended his plan in a hurry.

"The greatest trouble with most board members, Jud, and I'm not excepting you, is that they do not have time to find out for themselves the facts about the schools. Most board members don't visit schools often enough to understand what is going on. That leaves a terrific burden on the superintendent. He must in some way deliver adequate information to each board member so that board action can be intelligent. Our board meetings are usually pretty busy sessions and ordinarily there would be no time for me to deliver orally

a report on the state of the schools. I could prepare a written report of general information in addition to that which I prepare now, but I doubt that many of our board members would find time to read the report carefully. These charts, which we shall change frequently, offer last-minute information at a glance and the material can be complete down to the smallest detail. If any board member wonders if Miss So-and-so has too many pupils to teach, he can find the answer to his question given on the chart together with the number of pupils of each of the other teachers. If a board member wonders how well prepared any particular teacher is for teaching in Bentwood, he can find the amount of her college training indicated graphically with that of other teachers. The charts will show at a glance the crowded rooms of our schools and also indicate whether that crowded condition will continue in future years. Anyone who is curious to know whether Bentwood schools teach children to read adequately can find the answer by studying the achievement charts."

"The idea is a good one but someone is going to have to do a lot of work to keep the charts up to date," rumbled John McBride.

"There won't be any great amount of work beyond our usual office work after the charts have once been prepared and hung," explained Keith. "I want to tell you about another chart I'm preparing."

"I thought you had about used up the wall space with those other charts you mentioned," chuckled Dr. Brown whose

remarks about pictures had brought on the discussion.

"Not quite. I've saved wall space enough for one of the most important. At each meeting, we read into the minutes a statement of our finances and a statement of pending tax collections. It is proper that the minutes contain such a statement, but for a better understanding of the condition of our school finances we need to know the exact condition of our school budget in each budgetary item, the rate of tax collection as compared with the corresponding date a year earlier, and similar data. All this I shall put in chart form so that Dr. Brown can take our financial pulse as easily as he takes the pulse of his patients."

"I might add," broke in Don Kimball, our secretary, "that between Keith and me the Bentwood board of education office vault will have a filing-cabinet full of essential information supplementing that given on the charts. I expect to keep all the board records permanently in the vault where they will be handy to use at any time."

Win Anderson guessed we'd be the best-informed school-board members in the country. Tom Ellis said that we ought to vote Matt Tauber a resolution of thanks for criticizing us at the last meeting. But Matt grinned and guessed he was lucky he hadn't been thrown out of the meeting for speaking so.

I probably ought to put down that Don Kimball started his new secretarial system as he had promised. He had been keeping the minutes in an old-fashioned minute book. Now he purchased and used a loose-leaf binder for the regular minutes after he had copied them down from his meeting notes. By using a loose-leaf minute book, he could type the minutes instead of writing them in longhand. He explained that he wasn't proud enough of his handwriting to want it kept on file in the official board records.

He also pointed out that when he typed the minutes he could have the minutes printed on the school's duplicating machine. In that way, every member now has an exact copy of the official minutes to keep in a notebook of his own if he chose. The main copy, of course, is signed by the president and by the secretary and put into the official minute book.

Tom Ellis suggested that we could save a lot of time at meetings by not reading the minutes. Since every member had a copy right in front of him, the only detail in connection with the minutes would be voting to accept them or making corrections if there were any to be made.

Don Kimball also showed us how his system made it certain that motions and seconds and votes would be correctly recorded. He had made up several sheets of paper with diagrams like this down the left-hand side of the paper.

The names of the board members were printed in the spaces so all Don had to do was to put a "1" by the name of the

person who made a motion and a "2" by the name of the member who seconded the motion. At the side of the little box, he wrote out the exact words of the motion. Then when the vote was taken, he marked a plus sign after the names of

Action No.		
Parsons		
Kimball		
Brown		
Tauber		
Anderson		
Ellis		
McBride		

The original was printed on sheets for recording motions.

members who voted for the motion and a minus sign after the names of those who voted against. He said the plan saved him a lot of writing and made it certain that he would have absolutely correct

Action No. 4		
Parsons		+
Kimball		+
Brown	1	+
Tauber		+
Anderson		+
Ellis	2	+
McBride		-

ACTION NO. 4
Motion . . . that John T. McBride be appointed Bentwood delegate to the state school board convention and that fifteen dollars expenses be allowed.

minutes. I don't believe Don ever made a mistake in the minutes in the time he has been secretary.

McBride joshed Don about being smart enough to save himself some work and Don admitted that the idea wasn't his own. He had found it in a book called *Minutes of a Board of Education* by George Grill.

Kimball had fixed up copies of the school budget for all board members. The schools all have hectograph printing machines, so printing copies of the budget didn't cost much. The copies were several pages long and gave every item of expenditure with the budget allowance and the expenditure to date side by side. We're going to set up next year's budget pretty soon and so all the members were studying the budget report. I mention this because all of a sudden Tom Ellis turned to me and said, "Say, Jud, do you still want to sell that stoker you have?" I had been trying to sell my old stoker since I put in an oil burner to please the wife.

"Of course I do," I said, "I've been trying to sell you that for more than a year."

"Well," Tom grinned, "it shows here in the budget report that the board saved six hundred dollars by putting a stoker into Roberts School. I'll buy your stoker!"

Personally, I'm glad Bentwood board members read the budget report!

A SOUND PROGRAM FOR HIGH SCHOOLS

The high school at Greencastle, Ind., with the assistance of DePauw University, has done a bit of pioneering with respect to the application of sound and recordings to public education. The high school has been able to extend the use of its sound equipment to an unusual variety of applications. As a starting point, all rooms in the high school building proper and in the near-by vocational-physical education building are connected through the central control panel. A talk-back feature is incorporated which permits any or all of the rooms to be selected for microphone, radio, or pickup.

For practical instructional purposes, a program may originate in any one of the rooms in either building, from the gymnasium, for instance, the auditorium, or the music room. Such a program may be sent out to any desired combination of rooms, or to the Harrison Hall on the DePauw campus.

One or more high school boys are trained as technicians. They set up equipment for recordings or for any special programs not originating in the principal's office.

Recordings and playbacks are extremely helpful as instructional devices in the fields of music and speech. Choral or instrumental groups, when listening to playbacks of their performances, easily pick out mistakes which are unobserved during renditions. Recordings are also valuable as a way of preserving special programs, individual performances, and for recording progress at step intervals.

Another valuable use of the sound system is found in an innovation which Greencastle students call "The Interlude Program." A committee of students and faculty members arranges for a 10-minute sound program each Friday, during the home-room period, at the beginning of the afternoon session. Each interlude program makes a contribution in one or more of the following fields: (1) general culture or appreciation of better things, (2) recreational or hobby interest, (3) information about some vocational career, (4) special observances or occasions.

The high school has its own private microphone lines to several buildings on the DePauw campus where musical and inspirational programs originate. The high school has the opportunity of listening in on any program of the distinguished talent that high school officials care to select from the schedule. These programs are sent to the particular classes or grade levels for which they are most appropriate.

Persons invited to participate as microphone guests on these programs accept willingly. Not only do the high school students profit from the contributions of these persons from the active life of the community, but the guests too, become a bit more interested in the work of the school after they have crossed the threshold and have shared in the program.

The school has found that the educational possibilities and values of recordings are almost unlimited. To mention one interesting application, recordings were made of two complete classroom periods where student teachers were at work. These were used at a teachers' conference for clinical discussion and will be available upon demand for teacher-training classes. All recordings are properly filed in the high school library where they can be withdrawn by teachers or departments on the same basis as professional books.

(Concluded on page 69)

Making Forums Function

William Giles Campbell, Ph.D.¹

The vast spread of war has made the American people more interested than ever in forums. During the past decade the value of these programs has come to be accepted by the public. Although information is available by radio, through newspapers, and in various books and pamphlets, people still like to hear well-informed speakers present information, and have an opportunity to ask questions about a current subject.

The major purpose of a forum is to convey accurate information to, and develop the thinking processes of, those who are present. Since this is true, schoolmen should be interested in having as large attendance as possible. Entertainment may have its place on the program, but as soon as the major purpose of the forum is lowered to that of sheer entertainment, its main worth is lost. Throughout this article it is assumed that the schoolmen are interested in the presentation of serious programs, to serious-minded citizens, in an attempt to continue education beyond the formal school age.

On the basis of wide experience, and after discussion of the problem with leading speakers throughout the country, the author presents the following points:

I. Suggested Program for a Forum

- A. Music
- B. Opening exercise
- C. Special or regular features
- D. Announcements
- E. Introduction of speaker
- F. The formal presentation
- G. The question period
- H. Closing exercise or adjournment

II. Details of Elements of the Program

A. Music. Not all members of the audience will arrive at the same time. Music may well fill the interval between arrival and the beginning of the program in a most acceptable manner. It will provide an excellent setting for the events that are to follow. Organ music (played by means of a phonograph, if an adequate instrument itself is not available) is best. If the school has a good orchestra, or if there is an orchestra that would like to play as a part of the program, it may be featured. The value of music cannot be overstated. Since, by means of a phonograph, if necessary, it is possible to provide it, no school should overlook this element of forum sessions.

The selections should bear a definite relation to the topic to be presented; e.g., if Mexico is the topic, "La Golondrina," "Over the Waves," and "Cielito Lindo" will provide the proper atmosphere.

B. Opening exercise. The forum must start on time. A good chairman will see to it that the meeting gets off to a prompt,

enthusiastic start. The exercise may be very simple, but it should be suitable. The national anthem may be sung, the pledge of allegiance to the flag may be given, or the chairman may merely call the meeting to order, but the exercise should be used with regularity. As quickly as the chairman has taken charge of the meeting, he should announce details with regard to the remainder of the program. In other words, at as early a point as possible the audience should know exactly what to expect from that time until the meeting is dismissed.

C. Special or regular features. Some schools have regular features that occur each evening a forum is held. They may consist of a brief review of outstanding events of the week, a program provided by a club or other organizations in the community, musical selections, or entertainments of some kind.

This type of special feature may be a real contribution to the program if it is exceptionally good, definitely appropriate, short (not over 10 minutes), and so scheduled that the total program for the evening is not too long.

D. Announcements. Few announcements should be made. If it is necessary to give much information to the audience, it should be handed out in duplicated or printed form. It is best to reduce announcements to those that are essential to the program of the evening, plus a statement with regard to the next meeting, with time, date, speaker, and topic.

E. Introduction of speaker. The speaker should be made to feel that he is important and is wanted by the community, but he should not be embarrassed. In general, the introduction should not consume more than one minute. Answers to the following questions should be given as part of the introduction, and in the order named: (1) Why do we have this subject? (2) Why is this subject of interest to this audience? (3) Why is this subject of interest to this audience at the present time? and, (4) Why should this subject be presented to this audience at this time by this speaker?

At the conclusion of the simple statements that answer these questions, the speaker should be presented by the chairman, and his name pronounced, toward the audience, so that all will hear it.

It is not the function of the one making the introduction to give a speech; he is merely to prepare the way for the speaker of the evening.

F. The formal presentation. The lecture should ordinarily consume from 45 to 50 minutes. If maps, displays, or films are employed, this time may be extended to not over 57 minutes. Whatever time is to be devoted to the presentation, the speaker

should know just what his allowance is. Furthermore, the general nature and order of the material to be presented should be known to the one in charge of the forum. This will allow mutual agreement as to points to be made, issues to be avoided, and the relationship of this lecture to others that have been given or will follow.

G. The question period. The question period is an essential part of the program. If the discussions are properly handled and are kept lively, the audience will not walk out when the speaker completes his talk.

In a large auditorium, the questions should be written on slips of paper and handed to ushers to be taken to the front. The chairman will eliminate duplicates, weed out irrelevant items, and read the questions to be answered. The speaker will only answer the questions.

The chairman must be careful to avoid allowing members of the audience to give speeches rather than ask questions. If there is a possibility that a considerable number of thought-provoking questions will not be forthcoming, the speaker may be asked to write from 10 to 20 of these to be handed to members of the faculty or others in the audience who will ask them. This will stimulate discussion and will make all question periods function. If the audience begins to ask questions, those provided by the speaker need not be used.

H. Closing exercise. The forum must close on time. Those present frequently have to make connections with transportation facilities or meet friends or members of the family at an appointed hour. A forum will soon lose much of its audience if it does not close according to schedule.

The point at which the meeting is terminated should be definite and understood by all. It may close with music, with the pledge of allegiance to the flag, with a simple exercise of some kind, or with a simple, clear-cut statement that the meeting is adjourned. If the chairman is careful, he may close the meeting with a note of anticipation of reconvening at a later date. He may say, for example, "Again, Mr. Speaker, thank you for a pleasant and instructive evening. Ladies and gentlemen, we shall look forward to having you with us when we meet next Monday night. The meeting is adjourned."

III. Other Factors to Be Considered

A. The forum leader (chairman). Since the forum leader is probably the only one who will appear on all programs, he should be chosen with care. He needs to be even tempered, businesslike, possess a good speaking voice, and, above all, have the respect of the members of the audience. To a marked extent, the success or failure of the forum as a regular feature of the

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educational program will depend upon the ability of the leader.

His duties consist of opening the meeting, making announcements, introducing the speaker, handling the questions, adjourning the session, and exercising general oversight of the entire function. It is impossible to overemphasize the thought that should be exercised in choosing the one to whom this responsibility is to be delegated.

B. Selection of forum topics. In the selection of topics, the interests of the community should be discovered and catered to. By asking community leaders and members of prominent groups within the community for suggestions, a suitable list may be prepared. The topics should be timely. Some do not merit discussion because they are not worth while; others are really dangerous, particularly those that concern racial, religious, or traditional beliefs.

Generally speaking, forums should be held one evening per week. If possible, the same evening each week should be set aside for this purpose. The total program, from the time the meeting is called to order until it is adjourned, should not exceed 90 to 100 minutes.

It is generally possible to stimulate attendance, increase interest, and to do a more thorough educational job if several topics of similar nature are grouped around a central theme.

Whatever the selection, whatever the number of topics to be presented, and irrespective of the grouping, an objective attitude should always be observed. The forum is an educational institution and is not a place where prejudices and biases are to be aired.

C. Selection of speakers. Speakers should be of the highest quality that the budget will allow. Names may be obtained from speakers' bureaus, from colleges and universities, from booking agents, and from leaders of forums in near-by schools. It is not enough to get a prominent figure to appear on a program; he must be an able speaker and sufficiently informed in his field that his presentation will convince the audience.

In order to reduce expenses in connection with securing speakers, several schools that are close together may cooperate in bringing an authority to them for a week, one night to be spent at each of several schools.

The speaker should have a contract. This will tell him exactly what he is to do and what he may expect. The title of the presentation, the length of time he is to speak, the amount of the honorarium, information about expenses, and all other details that will be of interest or assistance to him should be included in the contract or notification.

D. Publicity. If the forum is to be truly successful, it must be publicized. All avenues for reaching the public should be employed — the radio, newspapers, public announcements, and direct-mail notices.

For newspaper publicity, the speaker may be asked to supply a mat or a cut, and to give several quotations that may be included in the write-up. In this way, they will be quotable and accurate.

An effective means of publicizing future programs consists of placing duplicated announcements on brightly colored paper, on tables near the exits. These will be picked up as people leave the auditorium.

E. Use of visual aids. Motion pictures or slides, particularly in color, help a program greatly. When these are available, the leader will do well to take advantage of these visual means of increasing the educational value of the program. If the group is to sing (even the national anthem), the art class may be asked to prepare colored slides (of the 35mm. variety) to be projected on the screen. The employment of these aids is not expensive, and they will be of tremendous assistance in making the forum program outstanding.

F. The auditorium and equipment. The auditorium should be entirely comfortable. From time to time, a few members of the audience should be asked whether or not the auditorium is entirely comfortable. An uncomfortable room will soon kill even the best forum series. In order not to fail, this item should be checked with great frequency.

The stage should be ready for the program. A table, two or three chairs, a decanter of water with glasses, and a stand on which notes may be placed should be provided as a matter of routine. If motion-picture or other projection equipment is to be used, or if lighting is to play a part in the meeting, arrangements should be made for a stage crew, projectionists, janitors, or others so that everything will run smoothly. Speakers are accustomed to appearing before audiences where complete arrangements have been made. Not only will they be put out, but the audience will not feel that the program is as good as it could have been, unless every provision is made for the smooth mechanical functioning of the building and its accouterments.

G. Instructional material. Forums are conducted for the purpose of informing people. If they do not educate those who attend, they fail in their major function. If the speaker is asked to give an outline of his talk, or brief selections that will be rather significant, together with a short list of outside readings, these may be duplicated and handed to the audience. Loose-leaf folders can be provided into which these outlines or summaries may be placed. If it is necessary for a person to miss a meeting, he may in this way gain some advantage that otherwise would be lost. Furthermore, those who attend, will, in the future, wish to refer back to quotations, significant points, or opinions presented by the speaker.

This phase of the work cannot be too strongly emphasized. If the writer could level one criticism at the majority of

forums in which he has participated, it would be the absence of any evident attempt to make the meeting carry beyond the hour of presentation. As time goes on, this and other educational methods of achieving greater effectiveness of the series will doubtless be put into practice.

H. Checking attendance. Attendance should always be checked, whether by names of those present or merely the number in the auditorium. This is most readily done through the use of tickets, prepared and handed out in booklet or perforated form, even when the series is free. The mere psychology of possessing a ticket of admission is tremendously advantageous. Furthermore, it permits an easy and accurate record of who attended, and it allows direct-mail advertising to be sent to those who were or were not present, as the leader of the forum may wish.

An announcement of the number present is often of value, either to the audience or through the medium of the press.

I. Securing community support. The forum that does not have general community support will soon prove to be ineffective. Proper foresight on the part of the forum leader will allow him to secure and keep the enthusiastic assistance of members of the community.

He should keep not only the general community but special-interest and culture groups within the community posted with regard to programs. If there is to be a lecture on Latin America, for example, those groups in which Latin Americans would either have an interest or be members would be notified. If the theme for a given evening is to be the matter of taxation, all of those who would have particular interest should be invited to attend. This will insure increased attendance, enthusiastic support, and widespread value as a result.

If the community is to be kept definitely back of the forum, there are some issues that should not be programmed. As a general guide, the forum leader should not schedule an address that would antagonize groups within the community, or a theme on which there is already such high feeling that there would be only a display of emotions rather than an attempt to gain an intelligent outlook.

The public library may be asked to feature the books on the bibliography supplied by the speaker, make them readily available, and suggest others to be read by those who wish to extend their knowledge of the theme beyond the presentation of the evening.

In these several ways, the community will be brought into harmony with the activities of the school and not only will the forum succeed but the general educational program within the district will benefit.

IV. Conclusion

The forum must be properly presented. It is the one time during a week or a

(Concluded on page 69)

An Efficient One-Room Homemaking Apartment

Frances A. Sanford¹

Many years ago the "Needle and Thread" course was introduced into the schools. Later the domestic science and domestic arts courses included work in food preparation and clothing construction. Still later, household arts and household science covered a much broader field of home problems. Our present courses in home economics and homemaking include every phase of homemaking from consumer education to family relationships. Because of the multiplicity of units now included in a homemaking course, careful planning and efficient equipment and use of a home-making center are essential.

Along with the traditional foods and clothing equipment and facilities for laundering garments, a study center for reference reading and group planning are necessary. A bed is needed for practice in bedmaking and for the unit in home nursing and child care. The living-room furniture is necessarily arranged and rearranged in studying use, convenience, and balance in placing furniture. This center is also used for informal discussions and social activities.

Let us step into the one-room home-making apartment at the George Washington Junior High School at Elmira, N. Y. The floor plan and the pictures showing detailed views of the room will give you an accurate idea of the room.

This apartment is 22 ft. wide by 43 ft. long. High quality furniture and equipment was purchased to withstand hard use, over many years. The following list of furniture and equipment has proved adequate:

- 1 Kitchen wall assembly
- 1 Sink and laundry unit
- 1 Double sink unit
- 4 Refractory kitchen tables
- 16 Kitchen chairs
- 1 Low kitchen base
- 1 High kitchen cabinet
- 1 Portable screen
- 1 Clothes dryer
- 1 Supply cart
- 1 Storage cabinet and sewing case
- 1 Ironing-board case
- 3 Cutting tables, folding
- 18 Sewing chairs, folding
- 1 Secretary desk
- 1 Desk chair
- 5 Side chairs
- 1 Drop-leaf table
- 1 Settee
- 1 Armchair
- 1 Lounge armchair
- 2 Portable screens
- 2 Gas ranges, apartment size
- 2 Gas ranges, family size
- 1 Electric washer
- 1 Electric refrigerator
- 4 Electric sewing machines

Cost of furniture and equipment.....	\$4,036.30
Average number of different pupils per week.....	166
Estimated cost per pupil per year.....	\$1.35
Number of periods per week which apartment is used	34
Pupil periods per week spent in apartment.....	561
Cost of consumable materials Jan. 1 to Dec. 31, 1940	\$84.78
Maximum size of class for which room was planned	24 to 28

In estimating the cost per pupil per year, I divided the original cost of the equipment by 18 (the probable number of years this equipment will be used) and by 166 (the number of pupils using this equipment).

Three classes of slower pupils are scheduled in homemaking for three double periods per week. Three classes are scheduled for one double period, while three other classes have one double and one single period per week.

The 18 folding sewing chairs are stored in the large sewing cases when not in use.

The three folding "cutting" tables are used for round-table discussions and studying. They are 30 by 30 ft. but can be extended to 52 by 30 ft. The tables also are stored in the sewing cases when not in use. The portable screen with the blackboard on one side and a bulletin board on the other side is very convenient. We plan to purchase the rug this year and the curtains and draperies next year.

Fortunately, the day is past when the teacher required each pupil to do the same thing at the same time. Diversified activities demand an energetic teacher with carefully organized plans.

The class period usually opens with brief directions and possibly a short demonstration. The group leaders then go to the home manager, a pupil, to receive their previously made and corrected plans, typed directions, questions, or references, according to their particular activity.

One group of girls starts preparing a simple meal after studying balanced menus and thrifty buying. The clothing group constructs simple garments, studies materials, the care, repair, and storage of clothing, and the purchasing and altering of ready-made clothing. Various types of garments are washed carefully, with special emphasis on sweaters. Ironing and pressing are real arts requiring a great deal of practice.

As there is not room in this homemaking apartment for a full-sized bed, a child's bed serves very nicely. The girls learn to make this bed correctly. Older students practice making a bed with a patient in it, giving a bath in bed, and using simple devices to aid in the comfort of the patient.

Another group surveys the possibility



An informal class conference opens each period.



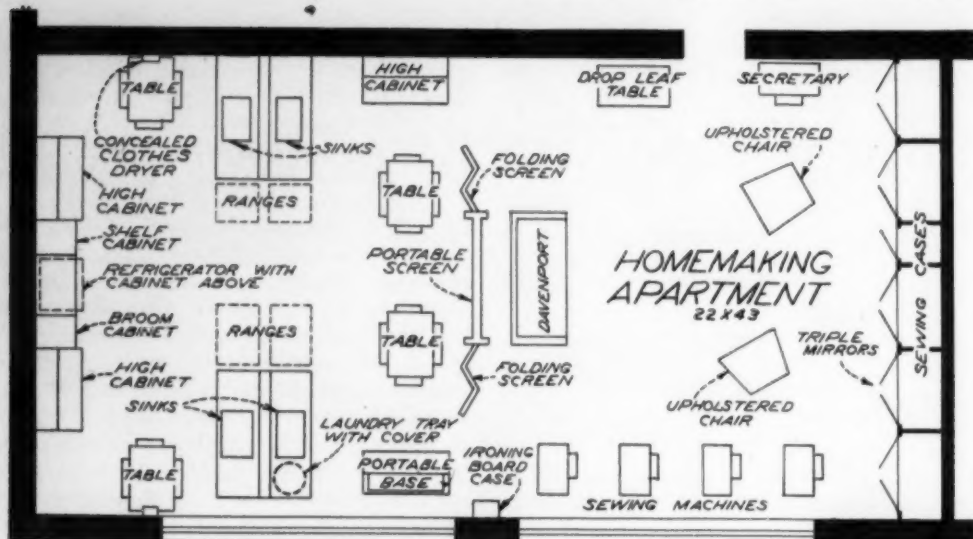
Painting a baby's bath tray is fun.



The home-room manager hands out work plans.



Ironing requires patience and skill.



Floor Plan for Homemaking Room, Washington Junior High School, Elmira, N. Y.

of making homes more attractive by the use of paint. These girls gained some knowledge and skill in painting by refinishing the child's bed which was a used piece of furniture. This refinishing was done in the woodshop. As there isn't always a piece of furniture available for refinishing, the girls learn some of the techniques through painting small articles such as trays and jars for a baby's bath set.

The living room end of the apartment is used for the study of furniture arrangement, group discussions, study, and social activities. The entire apartment is used in teaching proper cleaning methods.

A wealth of valuable information is gained when the girls observe the children in the kindergarten. Guide sheets indicate just how they are to act while observing in this department. The girls watch for evidences of social development, habit formation, and changes in behavior traits.

During the last few minutes of the period the girls again gather around the conference table to discuss problems, results, or observations.

Although only one or two girls are shown participating in each activity, the groups may include from one to five girls. After a given number of lessons the girls

proceed from one activity or unit of work to the next.

The planning and working together in small groups develops a fine spirit of co-operation. The fact that the teacher guides rather than dictates increases pupil responsibility and self-reliance. Since the pupils are searching for answers to their own questions, they study the books and magazines thoroughly. The pupil interest and enthusiasm in the program is so keen that they have requested and have received more time for the study of homemaking, cooking, etc.

Since our aim is to help develop happy, healthy, efficient members of family groups and to prepare students to assume the responsibilities of homemaking, we must turn to the home for the evaluation of our program. The mothers of a number of the pupils have been contacted by the teacher who found that the defense program had enticed maids from the homes into factories. Without the usual maid service, the mothers welcomed the efficient help of their young daughters. In other homes, the teacher found that mothers as well as fathers were working in defense factories. This makes it necessary for the young daughters to assume many responsibilities at home. Here again the parents were pleased that their daughters could assume these responsibilities and cooperate so nicely with their brothers and sisters. Through close contact with the homes and the efficient use of a well-planned department, we are developing a functioning program in homemaking.

Building a Salary Schedule for Elementary Schools Albion H. Horrall¹

Like Topsy, many school salary schedules "jus' grewed." As a result of the lack of planning, some superintendents suddenly awoken to the fact that their most capable, best-trained teachers are receiving lower salaries than some of their weakest, poorest trained ones.

A satisfactory schedule should not only recognize training and experience but should encourage additional training at regular intervals. This schedule should not be the product of one mind, the superintendent's, but should come as the result of study by a group of teachers working with the administrator. This committee should work "democratically," but it should not function without an administrator present, for only the administrator who has to prepare budgets can advise as to the "scale" the school district can afford.

In preparing a schedule that meets the above requirements, such questions as the following must also be answered satisfactorily. What about the teacher who receives

more salary under the old schedule than she will under the new one? If the new schedule calls for a higher salary figure in the budget, how can that increase be adjusted so that it will not be a burden during the first year of the schedule's adoption? How are new teachers to be classified on the schedule?

Although far from perfect, the San Mateo schedule was first planned by a group of teachers and their superintendent in 1938. With some minor corrections and additions, it was adopted by the San Mateo school board. In January, 1942, after the schedule had been in effect long enough to have made the necessary adjustments for all teachers employed by the district, the revised schedule was reviewed and—as it appears here—adopted by the board.

Incorporated in the schedule are three important features: preparation, experience, and continued training.

The following quotations should clarify the inauguration and administration of the schedule.

1. Class I—less than 60 semester units of credit.

Class II—60 to 89 units inclusive.

Class III—90 to 189 units inclusive.

Class IV—190 or more semester units.

Class V—A bachelor's degree.

Class VI—A higher degree than that of bachelor.

2. The computation of years of service in so far as placement on the schedule is concerned shall include, at the option of the board, any one or more of the following: (a) years of past service in the San Mateo Elementary School District, whether or not consecutive; (b) service in another school district; (c) service in a private school. Leaves of absence granted by the board may, at the option of the board, be counted as continuous service and may be included in the total years of service, if such leaves of absence granted for exchange teaching, study, or other reason be deemed sufficient by the board.

3. No automatic advances may be made beyond "hurdle" points, as indicated on the schedule, until the hurdle requirement has been met. Study, travel, research, and authorship will be

¹Superintendent of Schools, San Mateo, Calif.

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THE SCHEDULE						
Classifications						
Years	Service	Class I	Class II	Class III	Class IV	Class V
	0	1200*	1320	1320	1320	1320
	1	1260	1380	1380	1410	1440
	2	1320	1500	1500	1530	1560
	3	1380	1560	1620	1650	1680
	4	1440	1620	1680	1740	1800
	5	1500	1680	1740	1800	1860
	6	1560	1740	1800	1860	1920
	7	1620	1800	1860	1920	1980
	8, 9, 10, 11	1680	1860	1920	1980	2040
	12, 13, 14,					
	15, 16	1740	1920	1980	2040	2100
	17, 18, 19, 20,					
	21, 22	1800	1980	2040	2100	2160
	23 and over	1860	2040	2100	2160	2220

*The state law places a minimum annual salary at \$1,320. It is now impossible for a person to obtain an elementary teaching credential in California without an A.B. degree. This means that all recently employed teachers are automatically in Class V or Class VI.

acceptable forms of fulfilling this requirement. If a teacher elects study as the means of meeting the requirement, a minimum of six semester units will suffice. Other means of meeting the requirement may be submitted to the Superintendent's Advisory Council, who will evaluate the means proposed. If the superintendent approves of the evaluation made by the council, the teacher may proceed to meet the hurdle in the form proposed. In any case, the requirement fulfilled will apply only to the single hurdle being met.

4. All increases in salary incident to the adoption of this schedule will be spread over a three-year period in equal annual installments.

5. Employees whose place on the new schedule causes them to receive less than their present salaries are given until September 1, 1940, to retain

their present salaries. The minimum amount of training which will be accepted for this qualification shall be fourteen semester units.

6. Until such time as others can be accommodated in the budget, this schedule will apply only to full-time classroom teachers.

While one objection to the schedule might be offered, that the beginning salary is quite low and it takes a long time to reach the maximum, it should be noted that for the first four years the annual increase is \$120 per year. If the teacher meets the hurdle requirement at the end of the fourth year, she will be receiving an annual salary of \$1,800 during her fifth year of teaching.

AMERICANIZING YORKVILLE¹

The population of Yorkville, S. Dak., was made up of three distinct groups: Jews, Russians, and "the Americans," self-named, self-constituted. The school situation was, on this account, anything but pleasant. There had to be a recess for the Jews, one for the Russians, and still another for the Americans. The Russians would not play with the Jews, and the Americans refused to play with either the Jews or the Russians.

Into this town, 11 other teachers and I hied ourselves to teach school, little knowing what lay before us. Early on the morning of the opening day, we were escorted around the building by a pompous old gentleman, a member of the board of

education, but who from his officiousness one would have thought was the whole board. We were shown how to adjust the shades, how to seat the children, how to arrange our programs, how to do this and how to do that. By the time he was through telling us what to do and what not to do, we were looking at each other in bewilderment; and later discovered that each had the same thought: *Can* such a condition exist in the United States? And we began — only began — to understand why the entire staff had been changed or, more likely, had abdicated.

With somewhat heavy hearts, we started school that first morning, but before the session was over, everyone save the superintendent was ready to do battle, if necessary, for the Spirit of American Democracy — everyone *save* the superintendent — for

he was one of those weak creatures who is so afraid of offending anyone that he offends everyone. And so, after school came an indignation meeting resulting in a unanimous decision: that there would be one recess and one only for each grade thereafter.

Our first task was to convince the superintendent that we could give this to the people and make them like it if we all worked together. At first he tried to tell us that we should give the people what they wanted, even if we, in our over-zealousness for Americanism, did not think it right or just. Finally, however, we won his reluctant consent to give our plan a trial.

After carefully and tactfully explaining to the children, the great waste of time — the loss to them — of having three recesses in a grade, we told them that they were free to play as they wished, provided they respected the rights of others. Then, having organized the most attractive and inviting group games that we knew, we asked all the children to join, but not noticing any child if he refused. In a short time, the children were won over to the one recess, and everything went on smoothly until we began preparations for the school play — our last "card" in Americanizing the people of Yorkville, especially the "We Americans" contingent.

Every child was to have a part in "*The Spirit of America*." Groups of children were to represent the different nations that had colonized America. And we began selecting these, regardless of whether they were Jews, Russians, or Americans.

"My mother says I can't be in the play if So-and-So is in it" — mentioning some little Russian or Jewish child's name. This announcement would invariably be given in a tone of voice, with an air of finality which told us plainly that of course we had no choice other than to put out the little Russian or Jew. Our only comment was, "Very well, Sorry." And we would proceed to select another child to fill the place. The one thus calmly set aside was rather dazed. Such a thing had never happened before. Was it possible that we were leaving *him* out and keeping the little Jew? Were we really going to get along without him?

A few parents complained over the telephone — and were answered firmly and courteously. Just how many "roastings" we were given at the family firesides — we do not know; but this we do know: we received fewer and fewer objections. And on the night of the play the auditorium was packed, not only with Americans but with Jews and Russians, who were attending a school play for the first time. Why? Because it was the first time their children had ever been allowed to take part in any public performance.

In the spring, when the time came for election of teachers, the whole staff was re-elected — with the exception of the "Give-them-what-they-want" superintendent.

Yorkville was Americanized.

¹Except for a change in the name of the town, this story is true — Editor.

School Sanitary Facilities

The adequacy of toilet fixture installations is a recurring problem that arises in connection with the planning and construction of each new school building and is a real difficulty in any program of school-building remodeling and renovation. For many decades and particularly previous to the early 1920's, the character of the toilet fixtures from the standpoint of healthfulness and general sanitation was the main cause of concern. It is only necessary to recall the vogue of such insanitary installations as the Smead system and the uniform-flushing latrines, to appreciate the fine hygienic values of the present-day quick-flushing toilets, the easily cleaned seats, the odorless self-flushing urinals, and the neat metal partitions.

A New Problem

In recent years architects and school authorities have been concerned mainly with the problem of the adequacy of toilet installations from the standpoint of the ratio of fixtures to pupils. Curiously enough the problem has not been to get a sufficient number of fixtures but rather to avoid the installation of larger numbers of units than are actually needed for health maintenance and for the economical and common-sense operation of the schools. In both the development of state codes of school-building construction and in the planning of individual school buildings the school authorities particularly have worked for smaller numbers of toilet fixtures. Local and state studies by competent educators and architects have repeatedly called attention to the fact that school buildings are overequipped and "that a material reduction in the number of toilet units might be secured without inconvenience or overcrowding of students."

In this connection, Mr. Francis R. Scherer, acting as an expert for the School Plant Research of the American Council on Education, has recently completed a study that sets up new recommended ratios of value for the present war conditions and for the school-

building boom which is certain to take place following the proclamation of peace.

The Point of View

Scherer's study was undertaken with a clear understanding of the importance of establishing correct habits and attitudes in children with regard to elimination and cleanliness. The most elaborate plan of health education seems to be without point unless school buildings have adequate and even attractive toilet rooms, equipped with wash-bowls, clean toilets and urinals, sufficient supplies of toilet paper, soap, and towels. Toilet rooms and rest rooms must essentially be well lighted, ventilated, and without odors, and must be maintained in spotless condition so that children will acquire habits of respecting this portion of the school building and will thus acquire habits of self-respect.

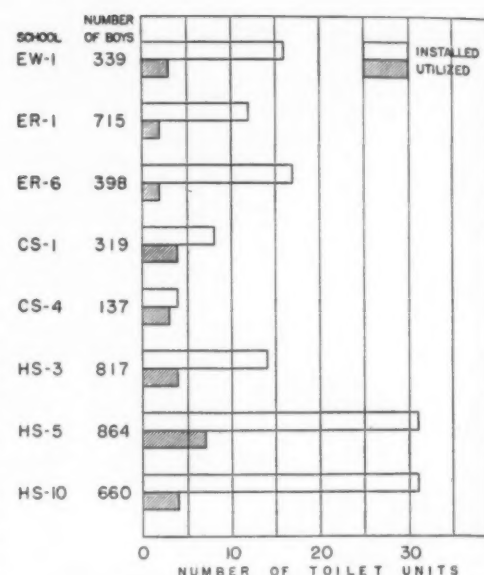
The present study which embraced 40 schoolhouses of elementary and high school grade in cities and in rural districts, found that generally speaking, the equipment far outran the utilization both of toilet units and of lavatories. The nearest approach to an economically and hygienically ideal situation occurred in schools where the ratios of equipment to pupils were relatively low. A few of the schools, both large and small, which had relatively large installations were utilized to the extent of hardly 25 per cent even at the peak load periods. In none of the schools was there very much, if any, waiting, except in seven of the schools where there was some delay in waiting for lavatories. The situation is made clear in the accompanying graphs which represent typical utilization at the peak period in selected schools.

A common criticism made by teachers and principals arose from the fact that toilet rooms are frequently located without consideration of cafeterias, gymnasiums, and play areas. Better planning and more careful administrative practices would largely overcome overloads and would lead to better habits of washing hands.

Definite Recommendations Made

In summing up his findings, Scherer recommends as follows: "In the planning of school buildings to provide for the installation of toilet facilities on the basis of higher ratios of adequacy, it becomes more important than ever that the facilities should be properly located with respect to the flow of traffic and the accessibility to other facilities such as libraries, gymnasiums, corridor junctions, and study halls. It is now rather generally accepted that these facilities should be placed for each sex upon each floor of the building and that the number of facilities on each floor should bear a definite relationship to the pupil capacity of each floor. Additional facilities should be provided for community use, for the cafeteria, and for playgrounds in excess of those determined by ratios to pupils and should, of course, be properly located with respect to these services. The installation of such facilities should also take account of the building at a single given time.

"As indicated in Section I, the field data collected in this study disclosed wide



A considerable waste of toilet units is indicated in the above graph. The utilization is that at the period of the maximum rush.

variations in the ratios of installations and maximum utilization and might be cited as evidence in the defense of existing regulations and code requirements. On the other hand, if school authorities will accept the median ratios of existing facilities as indicative of a more satisfactory relationship of the proper number of fixtures than present subjective opinion asserts, the number of units necessary to accommodate pupils adequately might well be reduced.

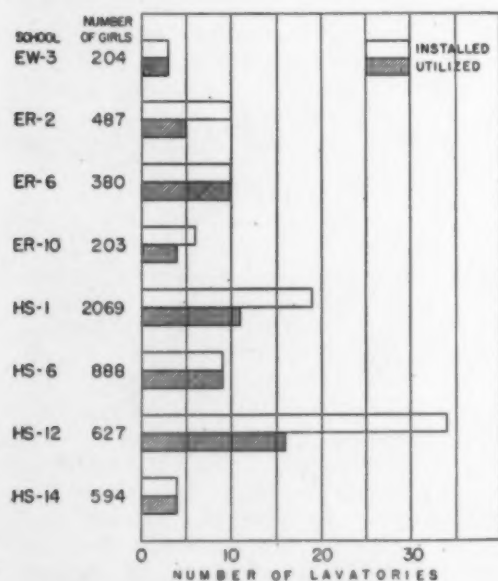
"Based upon the waiting time and the ratios of maximum utilization as revealed by this study, the following ratios appear to be adequate and reasonable:

Girls' toilet units	Ratio
Elementary school	1:35
Secondary school	1:45
Boys' toilet units	1:100
Boys' urinals	1:30
Lavatories	
Elementary school	1:60
Secondary school	1:100

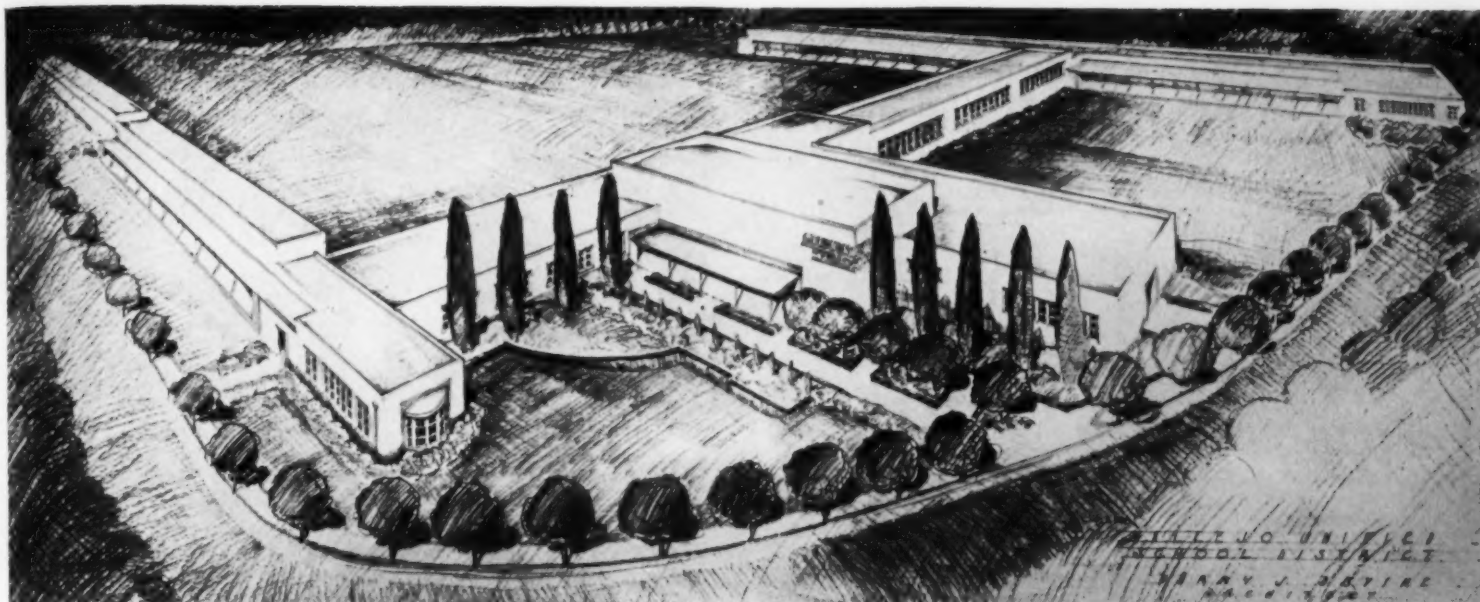
"When elementary and high school grades are housed in combination within a single building, the standards for sanitary facilities should be the same as those here proposed for elementary schools. The above ratios are recommended *only on the condition that not less than two fixtures of each type be installed in each toilet room.* This qualification is suggested so as to meet the pupils' needs when a single fixture may be out of order and to provide adequate facilities in the smaller schools."

A DEMOCRATIC ATMOSPHERE

We must set up a democratic atmosphere in our classrooms, teaching children by actual experience the worth of cooperative endeavor and of laws and rules for the benefit of the group. We must be awake to the physical condition of each child and help him to acquire right habits of living and to acquire both mental and physical health. At the same time, we must recognize that each child is an individual; that it is the unique differences in personality which we must respect; that we must develop the worth-while interests of the children and cultivate their individual powers of expression. In other words, we must realize that all children cannot be poured into the same mold and that each child must be encouraged to make progress at his own best rate. To prepare happy, useful, and well-adjusted citizens for tomorrow is our responsibility and opportunity. — Mildred Bray.



Extensive installations of girls' lavatories are indicated in the cases of four schools included in the above graph.



Exterior, Bay Terrace Elementary School, Vallejo, California. — Harry J. Devine, Architect, Sacramento, Calif.

Vallejo Builds Schoolhouses for Wartime and Peace

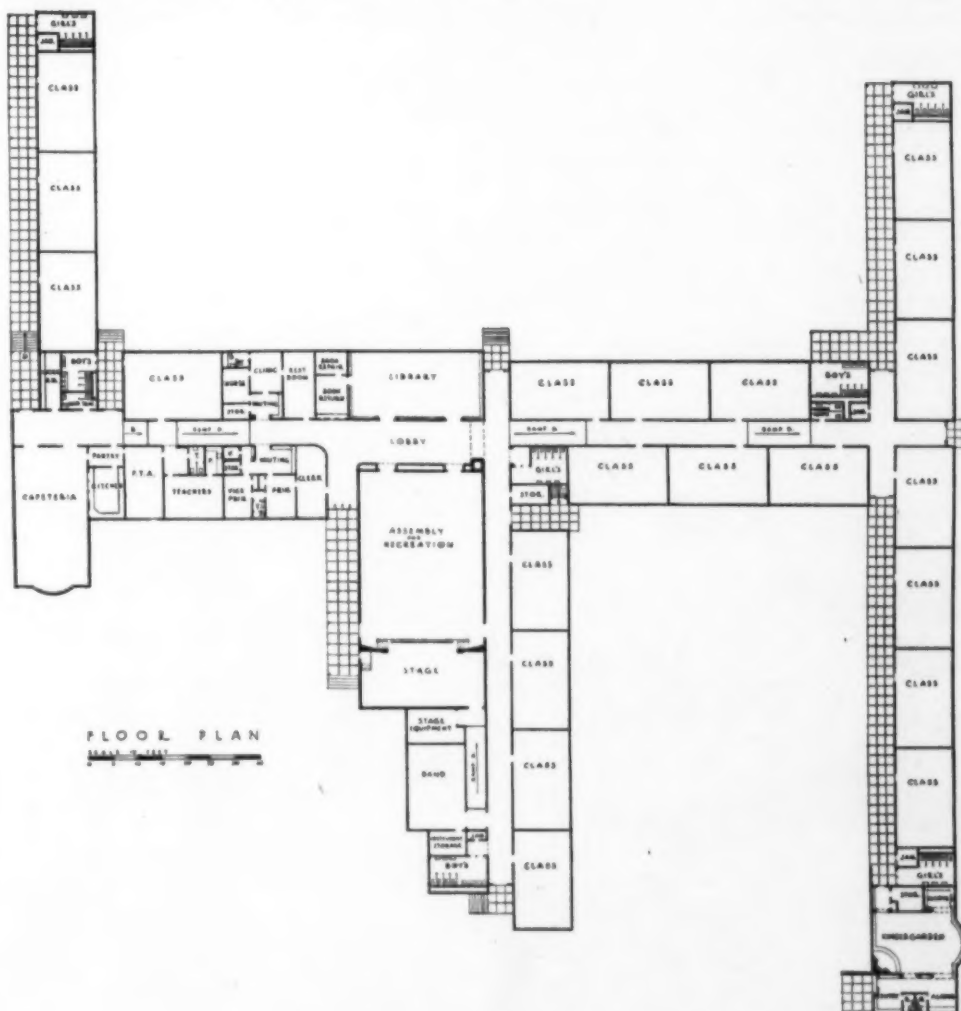
The city of Vallejo is the home of the Mare Island Navy Yard and since the beginning of the defense activities, and even more so since the outbreak of the war, has engaged in a huge war effort which has brought thousands of war workers and their families into the school district. After an extensive survey, a number of temporary type buildings have been constructed and a number of this kind of buildings are contemplated as further needs develop. The survey has also shown the advisability of a permanent addition to the Vallejo Senior High School, the erection of a complete junior high school building, and the erection of several elementary school buildings.

The permanent additions to the senior high school and the new junior high school, costing \$500,000, are approaching completion. The elementary school buildings are fully under way and will be occupied before the end of the present calendar year. In spite of all this activity, however, the entire Vallejo school system has been on a double-shift basis since the opening of the school year on September 24.

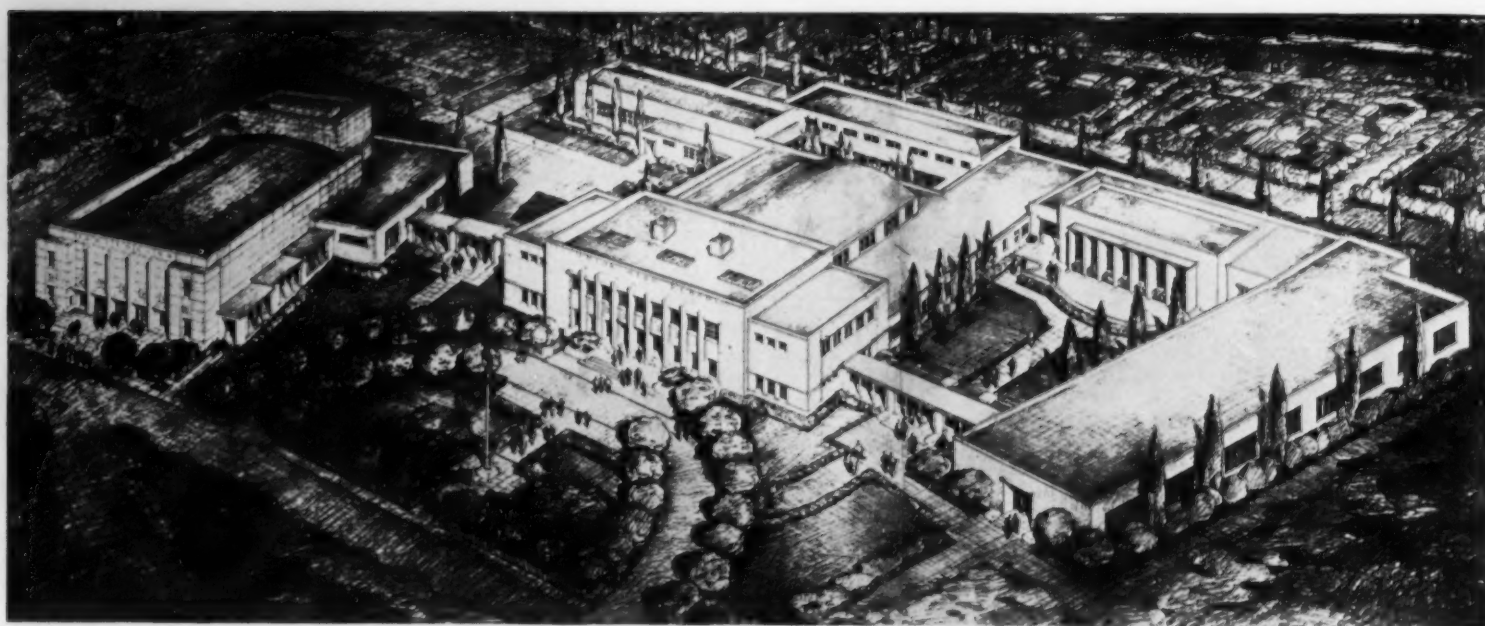
The school-building program in Vallejo has been financed by the Federal Government, at a total cost of over \$2,000,000, excluding the temporary FHA schoolhouses. The educational planning has been directed immediately by Superintendent of Schools John R. Alltucker, and the planning and construction of the addition to the high school and the permanent junior high school and grade schools have been carried on by the architect of the board of education, Mr. Harry J. Devine, of Sacramento.

The Junior High School Building

The Vallejo Junior High School building has been planned to house a complete junior high school developed under the California state program. In the entire planning, flexibility for educational service and utmost



Bay Terrace Elementary School, Vallejo, California. — Harry J. Devine, Architect, Sacramento, California.



General Exterior, Vallejo Junior High School, Vallejo, California. — Harry J. Devine, Architect, Sacramento, Calif.

permanence in the use of available materials has been sought. Attention has also been given to safety against earth tremors and fire. The building is developed roughly in four sections: (1) the auditorium, which includes space for music and oral expression; (2) the main administrative unit, which provides space for the sciences, arts, handicrafts,

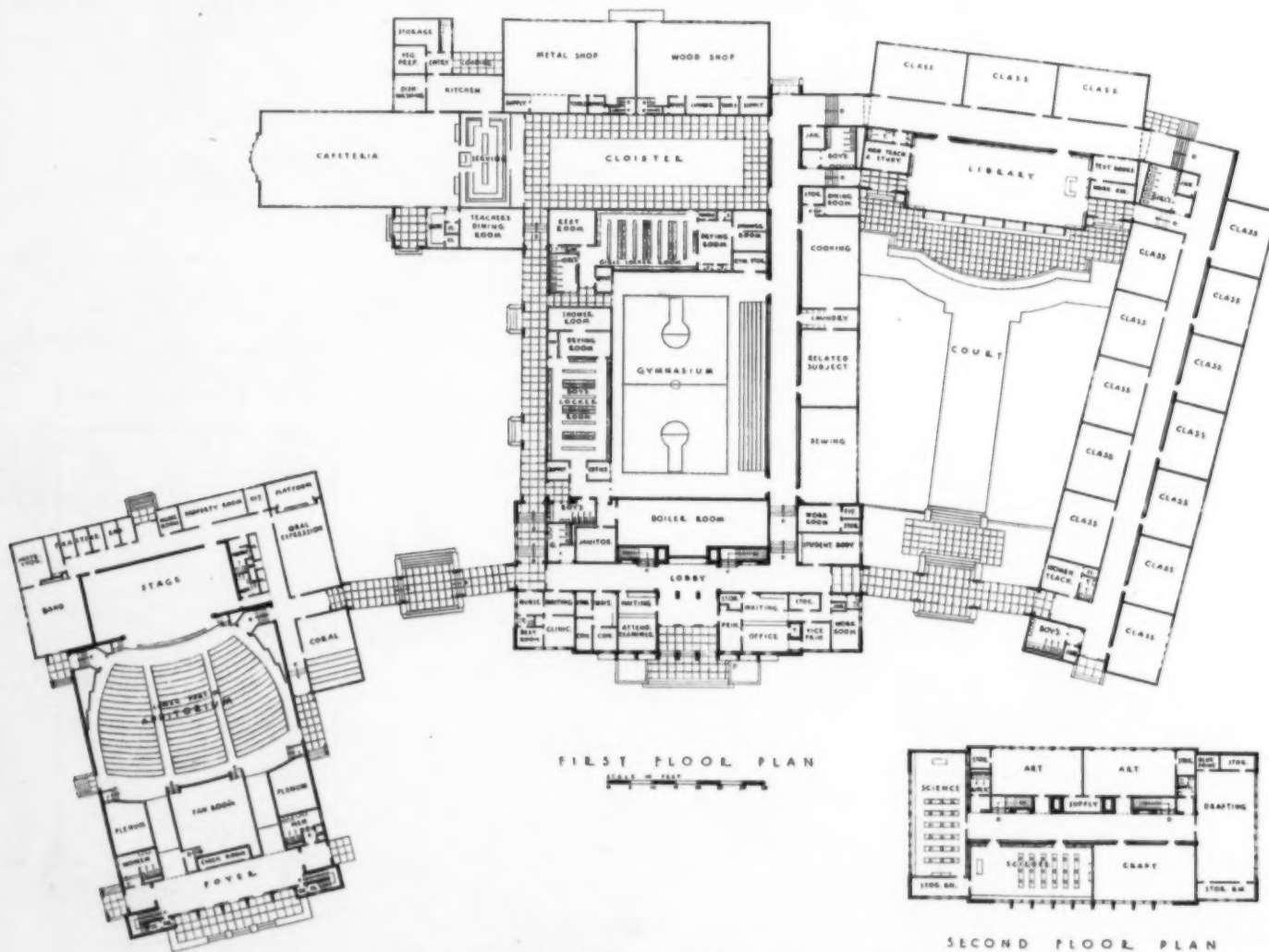
household arts, industrial arts, the cafeteria, and the physical-education units; (3) the academic wing, which includes the library and the academic classrooms. The buildings are one story in height, except for the main unit containing the administrative offices and the art rooms and science laboratories.

The exterior is designed to express in con-

crete and cement plaster and in the simplest forms, the educational functions of the several units.

The Structure

The entire foundations are concrete. The auditorium and the administrative units and the section devoted to the heating and ven-



Floor Plans, Vallejo Junior High School, Vallejo, California.

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tilating apparatus are entirely built of reinforced concrete. The exterior walls are finished in architectural concrete. The gymnasium, the cafeteria, and the classroom units are built with wood frame walls and ceilings. The exterior walls of these units are covered with cement plaster.

The roofs throughout are of 5-ply, built-up composition, asphalt, and felt, with a top layer of mineral-surfaced split sheet.

The Floors. The corridors, classrooms, the cafeteria, and the administrative units have battleship linoleum floors; the gymnasium has maple floors; the toilet rooms, tile; the auditorium, wood.

Wainscoting. In the corridors, classrooms, and administrative units fabrikoid is mounted on the plaster as wainscoting. Cafeteria wainscots are of wood, and of the toilets tile.

Walls. In the corridors, classrooms, and cafeteria stucco walls are used. In the gymnasium, auditorium, and library the finish walls are of wood. In the administrative rooms, toilets, and auxiliary rooms, white coat plaster has been used.

Ceilings in the corridors, classrooms, library, and auditorium are of acoustical plaster; in the gymnasium and cafeteria of wood; in the administrative offices and toilets, of wood and plaster.

Windows throughout are of the awning type, constructed of wood and ideal for ventilation under California climatic conditions.

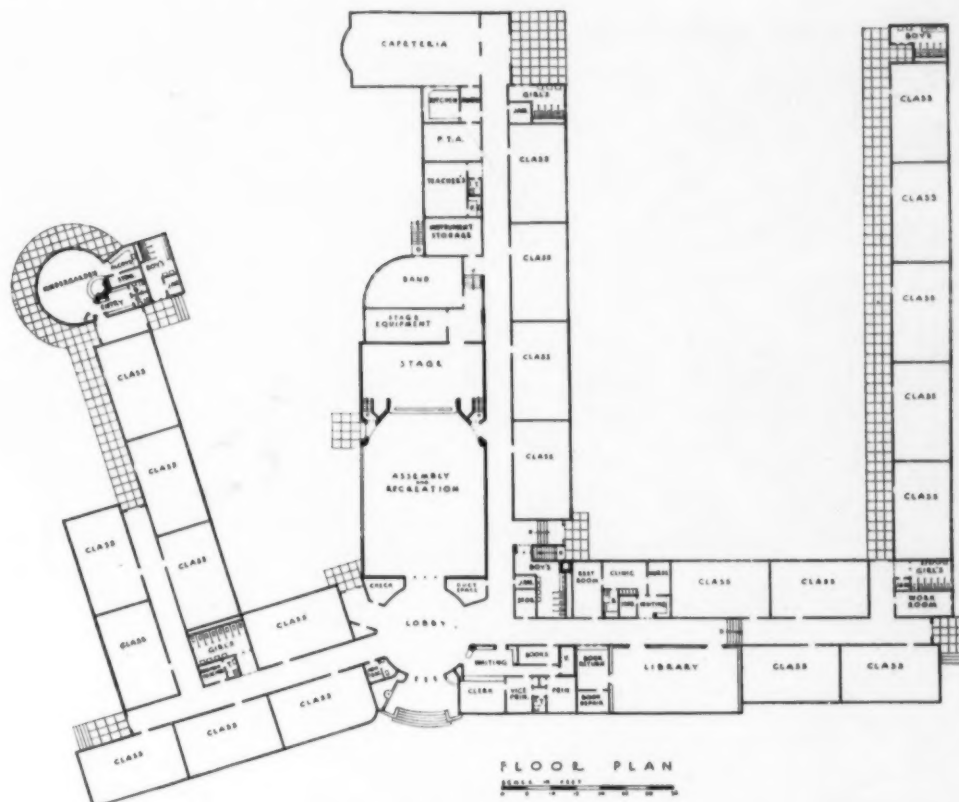
Lighting. The artificial lighting in the classrooms is of the semi-indirect type. In the auditorium it is flush downlighting and cove fluorescent lighting.

Heating and Ventilation. Heat for the entire building is provided by oil-fired steam boilers, and radiators are placed in the classrooms, laboratories, etc. The cafeteria and the library are provided with unit ventilators; the auditorium has anemostats.

The building has a total area of 107,400 sq. ft. The total cost will be \$659,693, or \$6.14 per square foot.

The Bay Terrace Elementary School

The Bay Terrace Elementary School has



Steffan Manor Elementary School, Vallejo, California. — Harry J. Devine, Architect, Sacramento, California.

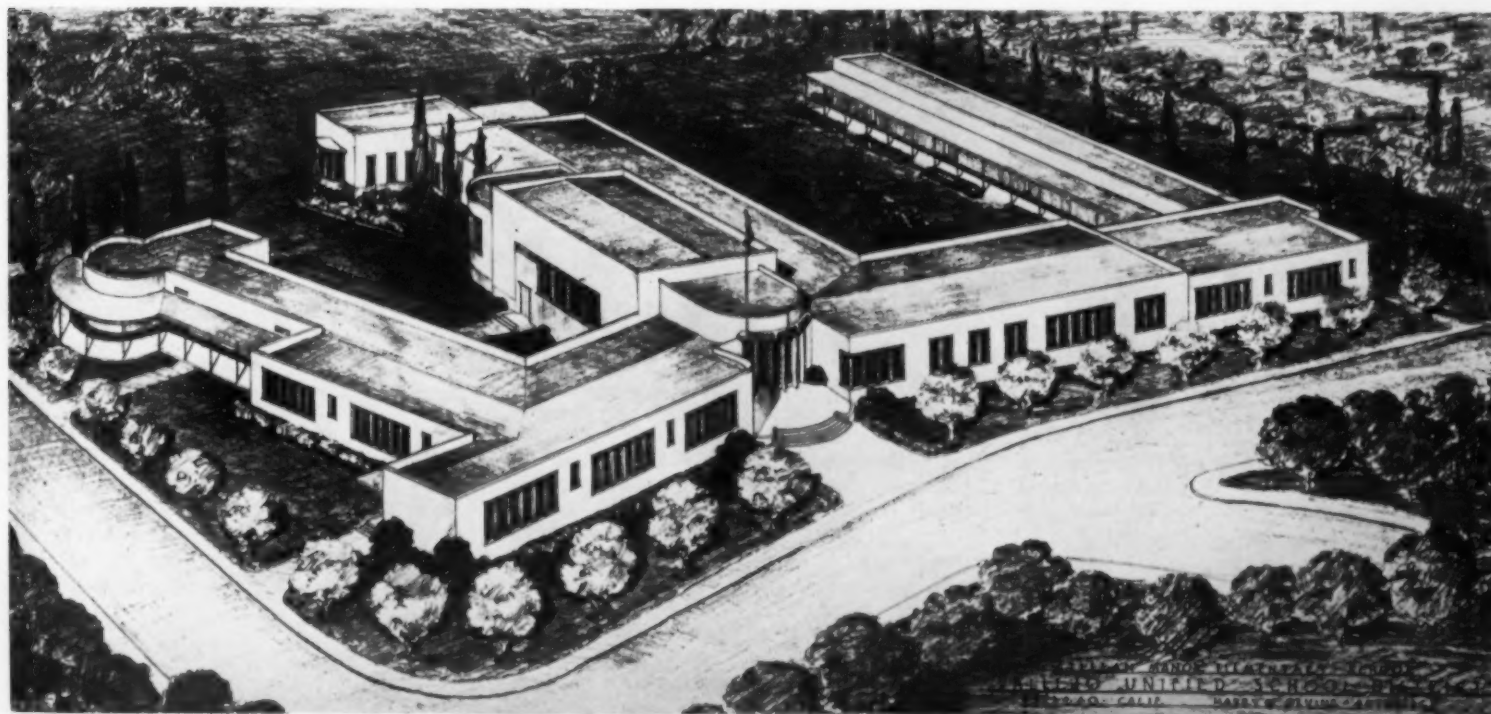
been planned to serve permanently the kindergarten and elementary school needs of a delightful residential area. The building occupies an ample site, both for building structure and for play areas, facing four secondary residential streets.

The building is one story throughout and has been oriented so that a majority of the classrooms face north and east and enjoy almost ideal lighting conditions as well as cooling breezes.

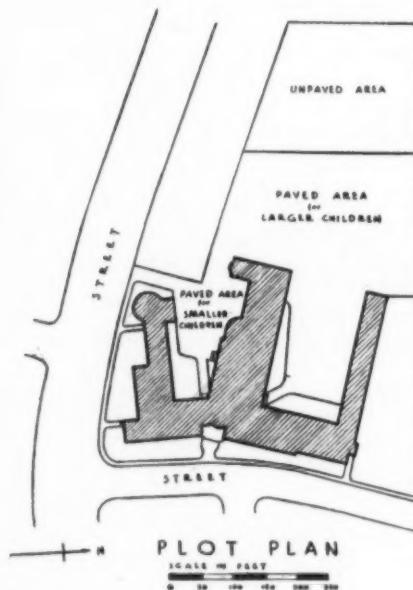
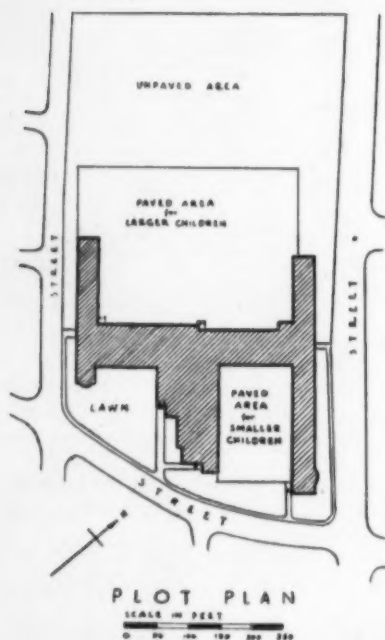
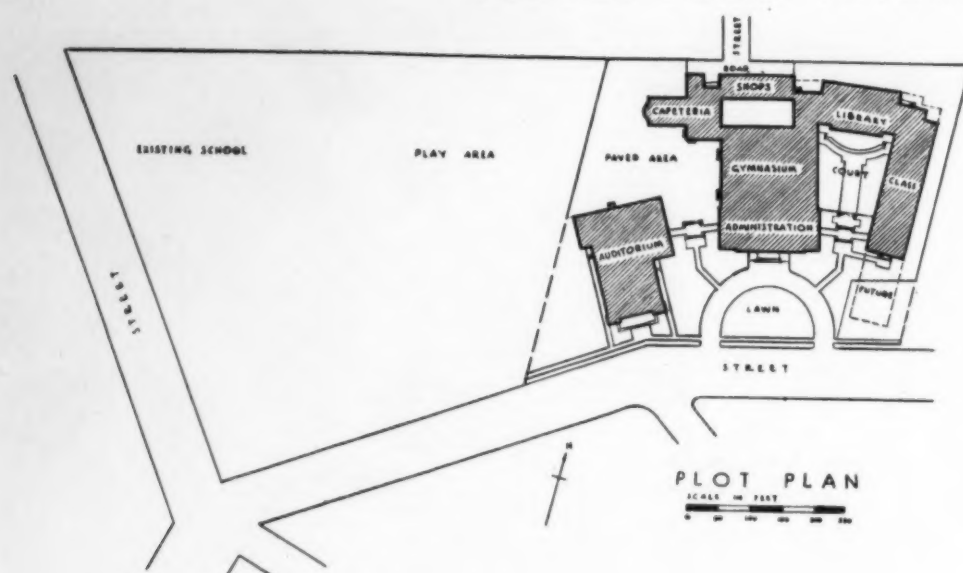
The Structure. The building is erected with foundations and a basement heater room of concrete. The superstructure is one-story wood frame. The exterior walls are of cement plaster, and the open corridors have painted wainscot.

The roofs are of 5-ply, built-up composition, asphalt, and felt, with a top layer of mineral-surfaced split sheet.

The Floors and Wainscots. In the corridors, classrooms, cafeteria, and administrative of-



Exterior, Steffan Manor Elementary School, Vallejo, California. — Harry J. Devine, Architect, Sacramento, Calif.



Plot Plans, Vallejo Schools, Vallejo, California. — Harry J. Devine, Architect, Sacramento, California.

fices, floors are covered with linoleum; in the assembly room the floors are maple; and in the toilet rooms, hardened cement.

The wainscots in the classrooms and administrative offices are of fabrikoid laid over plaster. The wainscoting in the cafeteria is of wood, and in the toilet rooms of tile.

The ceilings in the corridors and classrooms are of acoustical plaster. In the cafeteria and the assembly room wood has been used for ceiling purposes, and in the administrative offices and toilets white coat plaster.

The artificial lighting in the classrooms is of the semi-indirect type. All classrooms are connected with the principal's office and the assembly room by means of a complete radio and sound system.

The windows are of wood and are of the awning type.

The building is heated by means of low-fired, low-pressure steam boilers. The classrooms and other areas are fitted with steel radiators. The cafeteria and the library are equipped with unit ventilators, and the assembly room has anemostats.

The building has a square footage of 53,820 ft., including 5850 sq. ft. of open corridors and covered passages.

The total cost, including the furniture and equipment, is \$295,500, or \$5.50 per sq. ft.

The Steffan Manor School

The Steffan Manor School is similar in construction and equipment to the Bay Terrace Elementary School. It is of the familiar one-story type and is arranged to utilize to the utmost the odd-shaped site which it occupies. A unique kindergarten, circular in form, occupies the extreme end of the south wing. Great care has been taken in the layout to provide for minimum travel between departments, to make the toilets accessible from the playground as well as from the school proper, to minimize the noise of the music department, and to segregate the odors of the cafeteria.

The building has a total square footage of 53,930 ft., including 5200 sq. ft. of open corridors. The cost is \$291,470, or \$5.40 per square foot.

A STREAMLINED EXPERIMENTAL SWITCHBOARD FOR HIGH SCHOOL PHYSICS LABORATORIES

William M. Coman¹

Following a long and varied experience with many types of experimental electric switchboards for physics laboratories, the standardization committee of Los Angeles physical science teachers undertook the development of a simple inexpensive switchboard that would serve every reasonable requirement. They had learned that the amount of money spent for a switchboard was no measure of its value for laboratory instruction. Some of the



The classroom side of the electrical panel designed by the Los Angeles school building department for use in all junior and senior high school laboratories.

poorest were the most expensive. Furthermore, it was believed that a standard switchboard was preferable to the common practice of permitting the individual teacher to design his own board.

The cooperation of the maintenance electric shop was enlisted and the group went to work on the problem. First of all, it was necessary to examine the demands which might be legitimately placed upon an experimental switchboard, and to reach an agreement regarding the essential features which should be included. After a series of conferences and considerable experimentation, the switchboard shown in the accompanying illustrations came into being.

(Concluded on page 66)

¹Supervisor, Business Division, Los Angeles Public Schools, Los Angeles, Calif.

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The Schools and Government Housing

Ethan A. Lang¹

United States Government housing projects are desirable assets to any community, especially if they contribute to slum clearance. Despite the many good things that such projects bring to a community, these projects can also cause a financial headache to the board of education where one or more such undertakings are established. Take the experience of the board of education of the city of Camden, N. J.

The industrial city of Camden, located in southern New Jersey directly across the Delaware River from the city of Philadelphia, has three such projects built and building.

The first of these to be completed was Westfield Acres, housing some 500 families or approximately 1900 individuals. This 26-acre project was occupied in May, 1938.

The second enterprise, Clement T. Branch Village, a Negro settlement, was completed and occupied in July, 1941. This 13½-acre project provides homes for some 300 families.

The third project, Stanley F. Ablett Village, when completed, will provide living quarters for some 300 or more families.

Each of the enumerated projects is situated in a different section of the city. Neither Westfield Acres or Ablett Village could be classed as a slum-clearance project and were designated by the Camden Housing Authority as being created to "make possible low cost housing for the workers of the city of Camden."

The Camden board of education, in an effort to provide school facilities for Westfield Acres, proceeded to enlarge the H. H. Davis School. This school was selected because of its close proximity and because it would eliminate dangerous street crossings for the prospective pupils. The cost of enlarging the Davis School was \$406,943.95, and this alteration was completed in time to coincide with the inhabiting of Westfield Acres. Added to the cost of the enlarging of the school was its increased personnel and I quote from the superintendent's report: "The new addition to the Davis School was opened in September, 1938. At that time we added nine additional teachers and one extra janitor to our personnel force."

The Sumner School offered the nearest school facilities for the Clement T. Branch Village. Fortunately, no additional building has been required of the board in this instance. The Sumner School, a complete Negro School building, has been able to absorb the pupils from Branch Village. Additional personnel however was required. The superintendent of schools reported as follows:

Regarding Branch Village—279 family units were built in Branch Village. At present we are utilizing the Sumner School to a full capacity of 18 rooms, which includes kindergarten, special and opportunity classes. In 1940-41 we had an enrollment of 424 pupils, taught by 15 teachers. In 1941-42 we had an enrollment of 528 pupils, taught by 18 teachers. The increase of 104 pupils,

no doubt, was brought about by the establishment of Branch Village and its occupancy in 1941. If the enrollment continues to increase in 1942-43, and all indications are that it will, it may be necessary to send some of the eighth-grade pupils to junior high schools.

Ablett Village, ready for occupancy in October or November of this year, will place an additional burden on the nearest school, which is the George Washington. This school is located a good mile from the village. Ablett Village, termed a "defense housing project" by the Camden Housing Authority, is aimed to relieve the shortage of homes for defense workers, who are employed in Camden's great defense industries. The R.C.A. Victor Co., the Campbell Soup Co., the Whiz Products Co., the New York Shipbuilding Corp., the Mathis Shipbuilding Co., the Penn-Jersey Shipyard, the Radio Condensor Co., and the Camden Forge Co., are but a few of the many defense plants in the city. The influx of defense workers and a quickly mounting birth rate are two of Camden's most pressing problems. Again quoting from the superintendent's report:

Regarding Ablett Village—306 homes will be constructed. According to present formula used to estimate the number of prospective pupils, this will mean 122 elementary school pupils will be housed in this territory. At present, Washington School is utilized to full capacity of 15 rooms, with reasonable enrollments in each room.

The foregoing was the state of affairs confronting our board of education when I was elected president in February, 1942. I immediately assigned the secretary of the board and the board's attorney to conduct a survey of the per capita cost of educating the children of the families who occupy these housing projects. To date, these two board employees have completed their report on just one of these projects, namely Westfield Acres. The report is as follows:

To the President and Members of the Board of Education, Camden, N. J. August 3, 1942.

This is a preliminary report by the committee appointed to make a survey of money spent and added cost to the board of education of educating pupils, elementary, junior high, and high school, as a direct consequence of increase of population brought about by Westfield Acres.

The primary thought is that since the construction of Westfield Acres the children living there made it necessary to build an addition to Davis School, thereby imposing an added cost to the City of Camden; (a) because of the addition; (b) loss of taxes in erecting Westfield Acres; (c) because the government does not pay taxes on the property itself, although making a small token payment in lieu thereof. The purpose of this survey is to estimate the added burden to the city as a direct result of the circumstances above.

A survey was made in 1937, by a firm of accountants, and given to Mayor Brunner. Since Westfield Acres had not as yet been built, the estimates and figures were based mainly on guesswork. However, the estimate was surprisingly accurate in view of present-day facts. A comparison of figures then and now shows that the 1937 estimate was, roughly, about 15 per cent too high.

The 1937 survey, in dealing with the added

cost to the city was, of course, based on the tax rate in existence at that time, namely \$4.30 per hundred of valuation. It is now \$4.88. The said report based its conclusions on a per capita cost of each pupil to the city as follows:

Elementary	\$ 77.71
Junior High	\$115.20
Senior High	\$119.00

(It should also be borne in mind that there was and is a possible fourth group, namely, Vocational School, the per capita cost of which would be \$200.)

As a result, it was estimated that the additional cost to the city of Camden was \$81,100. Of this amount the direct cost of education of pupils was estimated as \$61,800. The \$81,100 included the cost of education, the maintenance of the school, debt service, and the additional cost to the city such as extra police protection, rubbish collection, etc.

In comparing these figures with present-day figures, it should be remembered that tax rate is now higher, debt service is higher, but against this, the 1937 survey was high as to estimate of number of children to be educated.

Based on the present population of Westfield Acres, which is approximately 1900 persons as compared to the 1937 estimate of 1863, the children of school age now attending the various schools, elementary (Davis School), junior high schools and senior high schools, and possibly vocational school, the most accurate figure available as to number of school children today would be approximately 400, as compared to the 1937 estimate of 477.

The proportionate number in each type of school, as compared to the total number, runs generally as follows:

Elementary Schools.....	75 per cent
Junior High Schools.....	10 per cent
Senior High Schools.....	15 per cent

Consequently of the 400, present-day figures, there would be approximately 300 elementary pupils, 40 junior high, and 60 senior high. Multiplication of the estimated present-day pupils by the per capita costs of each of the groups shows a total of \$48,661.

The increased tax rate in effect today is approximately 13 per cent higher than that of 1937, consequently to the cost as of today should be added an increase of 13 per cent, making a total of \$54,987.

The last figure does not provide a 13 per cent increase in the debt service included in the old figures. It is, however, to be assumed that the debt service would be higher, possibly a thousand dollars or more.

It will therefore be seen that, as compared to the 1937 figure of a total of \$61,800, the total cost of educating the children, the estimated cost today would be \$54,987, with the possibility of a thousand dollars or more being added to this figure.

The board of education, which of course derives its money from the city, has therefore had imposed on it a burden in that amount which, were it not for the existence of Westfield Acres, would not need to be included annually in the budget.

The reader can readily see that, on the basis of this report, the board of education's portion of the \$4,700 annual federal payment made in lieu of taxes to the city of Camden, does not begin to cover the cost of education furnished by the city to the school children of Westfield Acres. Further consider this, that in the case of the Branch Village project, the trifling sum of \$1,500 is paid to the city in lieu of taxes for police, fire protection, street cleaning, and education! What the payment for Ablett Village will be cannot be determined, but it can be assumed that it will hold to the previous federal grants in its entirety. The board of education is going to fight for a larger annual federal payment to the city. We are furnishing and will con-

¹Camden, N. J.

tinue to furnish the city commission with ammunition in facts, figures, and proofs to the end that the city will receive a more fair and equitable payment from the Federal Government. Just a fair and reasonable settlement of the Westfield Acres payment would represent a saving on the tax rate of about 5 cents.

Is there a government housing project in the reader's community either contemplated, building, or built? If so, then he should profit by Camden's experience and do these things:

First, have a fair and impartial survey of the educational requirements and the cost of same, for the needs of the school children of the project.

Second, prepare a fair and impartial per capita cost for the annual education of such pupils.

Third, submit a figure based on the two foregoing facts, present it to the federal housing authority, and then battle along all fronts to see that the figure is met.

In conclusion, the following editorial from the *Courier-Post* of Camden may prove helpful:

Fair Play for Audubon; Why Not Camden?

When is the Federal Government going to play fair with Camden City taxpayers? One more powerful argument supporting Camden's claim for added fees, in lieu of taxes, at Westfield Acres has been advanced by Dr. Ethan A. Lang, president of the Camden board of education.

Dr. Lang has demanded the Federal Government pay the city "substantially more" money than the \$4,700 it pays now—because it costs the city at least \$61,000 a year to educate the 400 children residing in the East Camden housing project.

Time and again the *Courier-Post* Newspapers

have pointed out the inequity of the Federal Government's arrangement with Camden City for Westfield Acres—and the offer made to Audubon Village.

At Audubon, the government has agreed to pay, for educational purposes, the sum of \$17,066, based upon the local school rate.

In addition, Audubon has been offered another \$15,260 for "other" municipal services. This brings a total of \$32,326 into the municipal treasury at Audubon.

The government contends the payment to Audubon to be just—and so do we—because the housing project there was built under the terms of the Lanham Act to provide homes for defense workers.

Westfield Acres, it is argued, was a slum-clearance project designed to provide low-cost housing for persons who previously lived in substandard dwellings.

So what? That doesn't fill any holes in Camden's city treasury.

It's time the government takes off the official false face that has been hiding the facts in the situation.

Westfield Acres and Audubon Village are both federal housing projects designed to accommodate approximately 500 families.

While everyone knows that the "Acres" cleared no slums at all—the project did attract residents from substandard homes.

As a result, the private owners had no tenants and let their properties further deteriorate. They failed to pay taxes on them, and the city had to take many of them over, thus adding to the burden of other taxpayers.

That burden has been increased tenfold because the Federal Government continues to get away with picaresque payments of \$4,700 a year in lieu of taxes at Westfield Acres.

Now Dr. Lang points out in hard figures the money it costs city taxpayers to "carry" Westfield Acres for educational purposes alone.

We hope the board of education carries its fight for additional money right down to Washington.

Camden City taxpayers deserve the same fair break as those in Audubon.

ence, and training of the present faculty members combined with a study of the present positions of the teachers who had resigned from the Upsala schools during the previous five years. Five of the eight "installment" reports were six-page booklets. It might be of interest to go through the calendar of the eight reports which we put out during the school years 1940-41 and 1941-42.

Enrollment and Budget Reports

The first report related to enrollment trends and conditions. The cover page presented a full-page line graph showing the trends in the total enrollment, the high school enrollment, the elementary enrollment, and the nonresident high school enrollment over a six-year period. This graph carried over to a prediction of enrollment for the next school year. There was a detailed discussion of the attendance record for the year past. Also included was a list of "dropouts" and the reasons for the withdrawals.

Since the number of teachers in the Upsala High School has been increased considerably during the past six years there was a table showing the trend in pupil-teacher ratios. The number of pupils has more than kept pace with the number of teachers. The Upsala school has nine high school and five elementary teachers. So the final section of this report is a chart showing the enrollments of all nine-teacher high schools and five-teacher elementary schools in Minnesota. From this chart was drawn the conclusion that Upsala teachers have a heavier pupil load than the average of Minnesota teachers. Present plans are to issue another "enrollment" report early in the 1942-43 school year to show the effects of the past two years on school enrollments in our district and area.

The next study was a five-page report of the receipts from and expenditures for extra-curricular activities. A detailed explanation of the major sources of funds and the larger expenditures was given. One superintendent in this territory had been under fire during the spring of 1940 because of his failure to make a satisfactory accounting for these funds. This report attempted to thoroughly inform the board on all matters relating to the financial administration of activity funds through the office of the superintendent. To this end more or less detailed accounts of receipts were given, and a detailed breakdown of the major items of expense was provided. This report, presented to the board in August of 1940, was in addition to the regular annual audit of the extracurricular fund books. So its purpose was more to inform and explain than to account for the money in this fund.

Minnesota law and practice require that the board of education in an independent district make a tax levy and, by implication require, that a budget be prepared before October 1 of each year. As a result, one of the regular reports to be presented each year is a budget outline. The report for 1940-41 was a six-page statement, with two circle graphs showing the major sources of income and the major classes of expenses. Incidentally, these graphs proved to be of considerable interest to community groups. Over six hun-

Effective School Reporting Through "Installment" Reports

W. B. McPherson¹

The superintendent's annual report serves to inform the board of education and the general public about the educational and business affairs of the school. It brings together various statistical studies of school progress, achievement, and business administration. It forces the school head to organize and write statements of facts and policies. Working on this report often forces to his attention situations which might otherwise be neglected.

The annual report has three weaknesses in my opinion. In a school where the superintendent has no office clerk it puts a heavy load of typing, duplicating, and other clerical work into the summer vacation period. This has always been hard on the school administrator in states as noted for their fishing as Minnesota and Wisconsin. During the summer of 1942 it has been still less desirable since many schoolmen have undertaken emergency war service work of various kinds.

The annual report is usually long. This means that only the conscientious board members will read it; only the very conscientious board members will digest it; and only very rare individuals outside the board will ever even glance through it. Its contents are not always timely. Very often the material covered would have been of more interest to the board of education and to the public earlier in the school year.

With some of these facts in mind we decided at Upsala two years ago to discontinue the 30 to 40 page "annual report" which we had been putting out. Instead we began to issue "installment plan" reports to the board. As questions of major interest came up during the school year, the superintendent prepared a careful statistical study on that one matter under discussion. This was then duplicated by student NYA labor, stapled into an attractive booklet, and presented to the board at the next meeting. The smallest of these reports during the past two years was a four-page study of the preparation, experi-

¹Superintendent of the Upsala, Minn., Schools.

dred copies of each graph were used in public relations work.

The budget report for 1941-42 was a five-page report which discussed the major sources of income in considerable detail. Plans are that the 1942-43 report will again carry graphs showing the distribution of income and expenditures. The graphs attract better attention.

Teachers and Pupils Studied

The third report was presented to the board in December of 1940. One of our teachers had resigned in October to be married and the question was asked, "Just what happens to these teachers that we release from contracts here?" To answer this, a study was made of the present positions or status of teachers who had been released during the previous five years. Board and superintendent were pleased to find that those who had continued in teaching were in much better positions than they had had in Upsala. To quote the report, "We have been able to select, use . . . and train teachers whose abilities qualify them for better positions." With this report was a section on the training, experience, and preparation of the present staff.

The Minnesota Legislature met in January of 1941 with the usual problems about state aid, nonresident pupils, and new legislation agitating boards and schoolmen. During one of our discussions a board member asked these two questions, "Just how much does it cost us to educate a child for a year or for a day? How much do we get in state aid for each resident pupil, and how much more do we get for each nonresident high school pupil?" The answers to these questions were the subject matter of the fifth and last report to be prepared during the 1940-41 school year.

The Second Year's Reports

During the past school year (1941-42) three reports were presented. The first was the annual budget. The second was a detailed discussion of our school transportation setup. Our school transports about 85 per cent of its students, so this part of the school business is an important administrative responsibility. State law and regulations which affect transportation, mileage of routes, the number of pupils hauled by routes, and a detailed breakdown of expenditures were the principal features of this report. The last part of the report discussed the sources from which money is obtained to meet the expenses of operating the bus system. The front page presented a map showing the routes and the boundaries of the area served by our buses.

The third report of the year was a detailed, room-by-room discussion of the repair and upkeep needs of our school building. Since new construction is definitely out of the question "for the duration" and since our building is crowded, it was felt that an intelligent program of maintenance should be available. So the repairs which might be made were divided into three classes:

Class I. Repairs which need immediate consideration to prevent accident or deterioration.

Class II. Repairs which will be needed in the not too far distant future.

Class III. Those repairs which can be postponed for sometime without serious ill effect.

In classifying, consideration was given to the fact that the regular janitor-engineer can do some of the repair work and this type of work was classified as high as was reasonable. The board of education was very careful to follow this study in carrying out its summer maintenance program this summer. It is planned that a review of the repair needs will be a regular feature of the March or April meeting of the board each year.

Community Uses of Reports

Now as to our actual experience with this type of report: Since each report was on a special topic it was possible to prepare the discussion more carefully than in an all-inclusive "annual report." The board members were definitely interested in each report and many asked for extra copies to give to friends and neighbors. One remark was, "I'd like to give an extra copy to my brother. He is always watching the school bills." After each

report was presented to the board a short news item which reviewed the report was run in the local paper. In this item it was mentioned that copies of the complete report could be obtained from individual board members or from the superintendent. Finally, copies were made available to the members of the PTA at their regular meetings. As a result of these methods 50 copies of each report were circulated and 600 copies of the budget graphs of 1940-41 were distributed over and above 80 copies of the full report.

During the school year 1942-43 we shall continue this style of report. Of course, the subjects covered will be some new, some old, some new angles on old subjects. The budget report will be much the same as the 1940-41 report. Some reports will cover the same material as those of 1940-41, for we feel that a two-year cycle in presenting certain facts is well to follow. Whatever the subjects covered, we shall make the reports timely, better prepared, and interesting and significant to read. Our experience of two years convinces us that we prefer the installment plan of annual reports.

School-Personnel Policies and Problems

Personnel policies in public school systems must undergo radical revision if efficiency and economy are to be effective during this war year. More than ever, it is valuable to keep in mind the necessity of contented and interested staffs in every division of the school system. The tug on school employees which comes from the war industries and from the more prosperous divisions of business can be overcome most effectively by policies which make for satisfaction and security.

In this connection, a series of recommendations, prepared by the Office of Personnel of the U. S. Department of Agriculture, is well worth considering. With slight modifications adapted to the school situation, the eight recommendations of the director of personnel are as follows:

1. *Streamline the Job.* Some procedures can be curtailed temporarily—perhaps permanently. The simplest and most effective method of increasing output per worker is to decentralize authority—put responsibility for decisions as far down the line as the employee can take it, and reduce reports to the minimum that will give opportunity to check for errors. The entire staff can help on this—they may know more short cuts on their individual jobs than you do.

2. *Plan for the Orderly Release of Men to the Army.* List the status of each eligible under your supervision, and plan his replacement ahead of time. In securing replacements, give preference to overage men, to women, and to others unsuited for armed service.

3. *Speed Up Training.* For the duration, every staff man, supervisor, inspector, technician, specialist, on through to file clerk, is a trainer. New recruits need to be trained rapidly. The objective is to share information and skills; to improve performance rather than to list mistakes; to teach rather than to shoot trouble. Training takes more time than blaming but is worth the difference.

4. *Train to Win.* Pare to the essentials; select high-effort methods, high-production

routes. Explain to each recruit the importance of his task in the whole effort. Let him learn all he can by doing. Special tasks can often be isolated and taught consecutively, so that the new worker can be of proficient service on some items while learning others. Emphasize the test.

5. *Every Employee a Pinch Hitter.* The old idea that one skill is enough for any one worker is out. We need versatile, self-reliant personnel in all ranks, in all agencies. Co-operative spirit alone does not supply the experience needed in emergencies. Technical workers are not always familiar with supervisory problems and appreciate instruction in directing others.

6. *Up-Grade Present Employees.* Most of them can make it—with intensive training on war objectives and the new meaning of responsibility and authority. Experience counts, but it should be pointed for each employee toward definite opportunities for promotion. Some offices are using tests for fitness. Others modify the apprentice and understudy systems. Many workers grow in morale and efficiency when they share in training responsibilities.

7. *Be Prepared for Quick Changes.* In every public office the war may require redirection of energies at any time. New forms of civilian aid in the war effort will be asked as new emergencies arise and new programs must be undertaken. The staff should be a "task force" for leadership in any community enterprise.

8. *Every Employee Is a Trustworthy Information Center.* This is a citizen's war in which everybody wants to help. To help they need to know. Local public employees are holding public jobs and they are looked up to for information on the whole range of the war activity. Any questions put to them should not be considered unreasonable. They should, however, be careful to state only facts and to assume correct attitudes.

Effects of the War Effort on School Administration in the South

Crawford Greene¹

School administration and organization in the South are being materially affected by the war. Material adjustments were already under way in many local school systems during the closing months of the 1941-42 school year. Further modifications will be necessary to adapt the schools to the changing conditions. The nature of these changes will be dictated by the changes in the job to be accomplished, but the crucial point in the situation is that those charged with administrative responsibility be fully aware of both the nature of the changes and the implications of those changes for the administrative function.

The war is changing the job to be done by the schools. Business does not go on as usual during war, and so the management of that business cannot go on as usual. In order to secure a picture of the situation to date and to plan for the future, a major committee of the Third Annual Southern States Work-Conference on School Administrative Problems, held at Daytona Beach, Fla., June 1-13, devoted its deliberations to "The Implications of the War Effort for Public Education in the South." The Committee was headed by Dr. A. D. Holt, executive secretary of the Tennessee Education Association.

What the States Are Doing

Preliminary to the Conference, questionnaires were sent to select groups in the 14 southern states, to determine the adjustments in organization and administration already effected. Responses were received from each state.

The summary showed that few adjustments had been made on a state-wide basis, but that many local adjustments had been made, especially in war industry centers and where labor shortages had occurred. Two states have made provisions for shortening the term for students entering the armed services. Nine states reported that in scattered areas schools were being operated six days per week, but opinion was divided as to the desirability of the plan.

Four states reported that some high schools encourage students to take heavier loads in order to accelerate graduation, but 10 states reported no change from their normal policy. No plans were made for speeding up high school graduation by lowering requirements for graduation, but in all states schools are enriching the high school work with war effort studies in certain areas.

Five states have found it necessary to shorten the school day in crowded areas. The crowded conditions of some defense areas

have resulted in shortened school days because of double shifts. No state reported changes in the length of the vacation period.

Eight states have deferred school consolidation as a general policy for the duration. To date no states have been forced to drop existing consolidations because of transportation difficulties, yet transportation will soon be one of the critical problems of rural schools.

Five states have a modified form of centralized agency established by the state departments of education for the purpose of promoting state-wide correlation in the war efforts of schools.

Three Needed Types of Adjustment

The committee felt that at least three general types of adjustments in school organization and administration are necessary. First, the administrator must make many fundamental personal adjustments. Adequate adaptation to the war effort cannot depend upon machinery alone but must stem from certain changes in the convictions, scales of values, and major emphases in the activities of the administrator himself. Second, changes must be made in the administrative function. New activities must be devised and old ones modified; treasured devices must be scrapped or changed completely in emphasis. Third, the organizational framework will have to be modified in many ways in order that the changed administrative demands can be met. Most of the organizational changes cannot be thought of as temporary expedients, since an organization must be evolved which will carry the weight of a tremendously different educational enterprise during the war and after the war is over.

The suggested adjustments by the administrator may be summarized as follows: *more work, more information, more alertness, more public-mindedness, less traditionalism, more cooperativeness.*

In the field of administration suggestions were made in the following areas for increasing the effectiveness of the school program: increased attention to teaching, increased attention to the curriculum, increased attention to economy, modification of schedules, types of modified schedules, protection of teachers, and development of morale.

Adjustments in organization must be made on both state and local levels. At the state level, the organization of the department of education should be modified to provide machinery and fix very definite responsibility for: (1) keeping fully aware of the development of the war effort and the exact nature of the war program; (2) providing opportunities for the schools to serve in the war

effort; (3) creating adequate liaison between the schools and other war agencies. In addition machinery must be provided for leadership in curriculum adaptations, for co-ordination, planning, and research, for public relations, and for the modifications of general practices where need will arise such as in the certification of teachers and the impairment of school income.

More Local Planning

At the local level, machinery for war functioning must be established. The superintendent, or some designated official, must be free enough from traditional duties to: (1) stay in close touch with war effort developments; (2) perform the necessary liaison work; (3) supervise and promote special war undertakings such as sugar and gasoline rationing, war stamp sales, and first-aid training; and (4) co-ordinate the war efforts of all parts of the local school system. The impending shortage of teachers may necessitate the provision of additional supervisory personnel in many systems. The organization of the local system must be modified in such ways as are necessary to utilize every available resource. For example, a clerk may relieve a principal sufficiently to enable him to double the time devoted to supervision.

As at the state level, the necessity for significant research by the local school system is readily apparent. In some cases the only modification needed will be the assignment of new research functions to the present organization. In other cases, a new organizational setup must be established through additional personnel or reassignment of function to old personnel. Particular attention should be paid to research dealing with: (1) evaluation of the school offering; (2) local war-brought problems; (3) local postwar problems; and (4) possible economies in operation.

The larger the system, the greater the attention that must be given to the development of an effective organization for public relations. Yet in the smallest system a good program cannot just grow up like Topsy. Careful planning and direction must be given to the program. An effective organization can be built up by the superintendent upon the basis of a careful job analysis of the public relations enterprise and a survey of the talents and resources available in his existing staff.

School Finance

The nation's war effort has imposed additional burdens upon the schools of the southern states and decreased the ability of these states to finance an adequate foundation program of education. The schools have been required to do even more than they were doing before the war, and they have or will have less revenue with which to meet the increased obligations and duties.

The necessity for imposing heavy federal taxes will materially reduce the proportion of the total tax dollar left for essential state services. Likewise it seems that there will be no general war prosperity to provide generally increased revenues for schools, although here and there for a while the revenue undoubtedly will be kept at prewar levels for a short period.

The immediate problem facing southern

¹Director of Administration, State Department of Education, Little Rock, Ark.

schools is that of meeting the increased cost of every item that goes into the relatively meager educational program in the face of dwindling state and local revenues. The committee report shows that in nearly every southern state major costs have increased, ranging from 2 to 15 per cent. In addition to increased operating costs, salary increases will be necessary to prevent teachers from going to more lucrative positions in other fields. Between June 30, 1941, and June 30, 1942, in four southern states for which satisfactory data were available, there was a turnover of 9493 among 34,515 teachers, or 27.8 per cent. The state averages ranged from 21.5 to 30.8 per cent. Of the total turnover 34.3 per cent resigned to teach elsewhere, 11.0 per cent went into military service, 10.0 per cent accepted defense jobs, and 45.0 per cent left for other reasons. The increase in war industries in the South during the summer has resulted in a larger proportion leaving the profession for this work.

There are two other factors which tend to decrease the efficiency of the schools—one is the practical stoppage of the school building programs, except in defense areas, and the other is the inability of the schools to replace worn-out school buses. The increasing demand for the equalization of salaries of white and Negro teachers also is contributing to the financial problems of the South.

The Lower Revenues

In the face of increased costs comes the matter of decreased revenues. The report says: "Providing an educational opportunity for one third of the nation's children on one eighth of the national wealth is a difficult task under the most favorable conditions and one that cannot be met out of the resources of the southern states. When on this ever present normal burden is loaded these increased costs, plus a revenue situation in most of these states that is far from stable, the combination provides almost insurmountable obstacles to the South's already difficult fight against ignorance and all the social maladjustments that follow in its train."

Revenue losses have resulted or will result from: demands for lowering local and state taxes in face of higher federal taxes, elimination of whole fields of taxation, dislocation of normal business and industry from which much school revenue is derived, shifting of workers to new and strange fields of work, and the impelling patriotic movement to invest in war bonds thus removing millions of dollars from tax-producing channels. Furthermore, there looms the possibility of invasion of taxation fields hitherto left to the states, such as the sales tax.

Local administrators must meet the demands for increased service with lowered revenues in prospect. Of necessity some will have to resort to methods which are unsound economically and educationally, such as lowering of salaries, reducing personnel, crowding of classrooms, failing to make essential repairs, reducing fixed charges by buying less fire insurance than good business dictates, and by curtailing the curriculum offering at a time when it should be expanded.

Good business principles and sound school administration are prevailing in some adjustments. There are cases where local and state governments have been administered so as to create surpluses which may be used for school purposes. Elsewhere tax rates and assessed values have been increased but tax limitations in some of the states stymie chances of much relief from the former procedures.

Eight Important Recommendations

Other emergency measures include consolidation of transportation routes, pooling of needs and large-scale purchase of supplies and equipment, exchange of equipment and supplies, and the repair of discarded equipment.

The committee recommendations may be summarized as follows:

1. That all temporary adjustments be made in accordance with sound principles of school finance and administration.
2. That the base of local support of the foundation program be broadened in order to place the total wealth of the county behind the education of every child.
3. That there be increased recognition of the state's constitutional obligation for equalizing educational opportunity between the various units of the state and placing the total wealth of the state behind the foundation program.
4. That when school opportunities have been equalized between local units, taxing leeway be left the local district for enrichment beyond the foundation program.
5. That there be made a comprehensive study of the sources of the school revenue of the 14 southern states in order to provide for better planning and better co-ordination of efforts.
6. That the possible difficulties that may come to the schools from earmarked funds be carefully scrutinized by those charged with the responsibility of seeking funds for the schools. There is a danger that earmarked funds may fail to produce budgeted estimates. Schools should be on a parity with all other agencies when cuts are to be made.
7. That there be a readjustment of federal aid to specialized educational projects so as to channel all such aid through regular public school agencies.
8. That increased funds be made available for vocational education to meet the present emergency and train children to make a living in the postwar period.

In conclusion, the committee said, "The inevitable, inescapable, and logical conclusion of every study of educational conditions in these 14 southern states is that the only ultimate solution of the educational problem here is federal aid as proposed in the substitute for Senate Bill 1313. The only way the nation can show its appreciation for the part youth must play in preventing totalitarianism from engulfing democracy is to back a program for national equalization of educational opportunity."



MR. WILLIAM G. BIRMINGHAM
Recently President of the Board
of Education,
Liberty, New York

To have served more than a quarter of a century on a school board, or any other board, is its own tribute to the character of civic service. And, when Mr. William G. Birmingham retired on August 24, after 26 years on the Liberty, N. Y., board of education, the length of that service was proof enough of the broad-gauged character of it.

Mr. Birmingham began his services just before World War I, and the span of them embraced the beginning of the new world struggle. One may imagine that when '17 and '18 classes passed into a world locked in a gigantic struggle, he must have felt that not again in his life would similar conditions arise. Yet, only last month, still on the board, he looked on and handed some of the diplomas to graduates entering into an atmosphere charged with even more conflict than that of 25 years ago.

On small community boards, where there is no monetary compensation, those who serve must attain their rewards in the satisfaction of accomplishment, in the knowledge they acquire, and in the prestige which flows to them. From his association with the Liberty school board, and the talents he has applied to it, Mr. Birmingham has obtained all these. But, it is the school district which has been the greater gainer.

William G. Birmingham was appointed trustee in October, 1916. He was elected president of the board of education October 14, 1923, and served in that capacity until July 14, 1942. During this time he has seen one addition equal in size to the old building in 1928, and in 1941 a new cafeteria and shop building was constructed. During this period the number of teachers was more than doubled, the high school population tripled, and the number of pupils in the entire school was doubled. The number of volumes in the school library increased from 908 to 9002.

Mr. Birmingham is a prominent lawyer in Liberty where he has had offices since beginning the practice of law. He has held numerous offices in the county, district, and state law associations. He has always been interested in and shown a keen insight in public and civic affairs in the village and the county. He has always been a champion of schools and has striven to see that boys and girls in his community have had all the opportunities that any public school could offer. He has given freely of his time and has never been too busy to consult the parents and pupils concerning school matters.

Mr. Andrew Ewing was elected a member of the board of education on July 14, to succeed Mr. Birmingham.

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Edited by
Wm. Geo. Bruce and Wm. C. Bruce

Economy and the Superintendent

A BOARD of education whose members have been well chosen knows that the success of a school system rests with the executives who have been delegated to manage the same. These must come to the front during budget-making time and say what the needs of the schools are in order that the work therein may be properly performed. It is a rare board that is so constituted that its members are able to determine upon budget items without more than casual recourse to the superintendent and his official school-business aids. But, in the vast majority of instances, the superintendent of schools must not only pass judgment on the budget as a whole but he must initiate and prepare the budget document and be prepared to defend every single item therein.

When a board of education is obliged to cut and slash a budget in order to meet the tax ability of the community and come within the capacity of the school treasury, then single items must be scrutinized with great care. It is here that school superintendents must be prepared to respond in clear-cut terms and tell the board what economies can be effected without impairing the efficiency of the schools.

Instances have arisen this year in some midwest cities where superintendents of important school systems have been charged with failure to recommend desirable budget economies. Individual board members have come forward with the criticism that they cannot defend the budget as a whole unless they are assured that the superintendent has acted with full courage in eliminating excessive or unnecessary building and teaching costs and supervisory services.

The present time is distinctly not a year to eliminate needed school services or to reduce the quality of administrative and supervisory controls. There is, however, every reason to examine procedures and policies and to develop the executive budgets on lines that will be defensible before the people and in the newspapers. Numerous school systems can still act generously toward their teaching staffs and make adjustments that will result in reduced costs without impairing the work the schools are expected to perform. We have in mind several medium size and

large cities in which the superintendents have come forward with programs which promise substantial savings. In each case the school boards have cooperated by adjusting procedures and staffs to the changing war situation.

All this does not mean that considerable savings are always possible or even expedient in the light of the public exchequer, on the one hand, and the imperative needs of the schools on the other. But, it does mean that the superintendent must bear in mind such economies as are consistent with an efficient school service.

School-Board Minorities

THE deliberations in the field of school administration frequently reveal the fact that the members of a board of education have segregated themselves into minority and majority factions, which usually lead to complications and embarrassing situations.

In tracing the causes which lead to the formation of cliques in a board of education it will be found that its members, or some of them, have been elected on an issue which has divided public opinion. Citizens have become members of a board of education with an avowed purpose of changing some weather-worn policy or introducing new departures.

The citizen who allows himself to be elected upon a campaign issue or has loaded upon himself a lot of pre-election promises is bound to come to grief. He may or may not line up with a majority or minority group but if he does, he will discover sooner or later that he ought to be free from all promises and group allegiances.

Some observers of American political institutions argue that the grouping of members of administrative boards is inevitable and advantageous because men are naturally progressive or conservative. The one group proposes and the other opposes, and the deliberations thus provoked may lead to sounder conclusions. This point of view has an undoubted element of truth, but it overlooks a fact frequently observed in school boards where party or other factional groups exist: The factions fight one another as such and place party or group affiliations above the welfare of the children.

No member of a board of education should be beholden to a group of men, either in or outside of that body. He should be absolutely free and independent to exercise his own judgment on any policy, project, measure, or departure coming within his voice and vote. The interests of the school system, its efficient operation, should and must be his objective rather than group or party prestige.

The St. Louis School Episode

THE disturbance which has afflicted the school system of St. Louis for some months, involving columns upon columns of newspaper space and arousing public sentiment to a high pitch of excitement, is headed for a peaceful settlement.

Anything that might disturb the administration of the St. Louis schools assumes greater significance because of the remarkable prestige that the city has had in the field of school administration.

If the board of education enjoyed great distinction during five or more decades, it was because it brought the highest talent to the service of its school system, such brilliant educators as William T. Harris, F. Louis Soldan, Ben Blewett, John W. Withers, and John J. Maddox as superintendents of schools. Numerous innovations in school services, in organization and method, and in subject matter were developed under these school executives.

Then St. Louis, too, led the country in school architecture. It employed William B. Ittner who, through his great achievements in planning and design, was widely influential in raising the quality of school-houses in the United States. The credit goes to the school boards of those days in that they permitted the great architect to plan buildings that magnificently met the needs of a broadened educational program.

In placing eminent educators at the helm, the board reflected its own high qualities of personal ability and of civic and social service. While the successive superintendents clashed occasionally with the board the traditional standards of the school system were growing steadily.

In 1930, Henry J. Gerling came upon the scene as superintendent of schools and rendered fairly good service. His administration, however, ended in disaster some two years ago, when he became involved in financial complications. That all was not well in the administration was further evidenced in several scandalous upheavals in the business department.

After Gerling's summary retirement, the board of education proceeded to secure an educator of outstanding ability and chose Homer W. Anderson, of Omaha. Last spring the newspapers announced that a majority of the board had concluded that Dr. Anderson had failed in his administration and would be asked to resign. Apparently he had displeased an older group which desired certain patronage, and a younger group which wanted immediate reforms suggested in the Strayer survey report. Dr. Anderson refused to resign, asserted that his administration was efficient, and warned that he would legally

enforce his contract. A minority of the board supported him.

Then the situation became intense. There were citizens who defended Anderson and condemned the board of education. It was pointed out that some of the board members had favored relatives for school jobs. Harsh things were said and some citizens even urged that the board of education resign.

The board, however, proceeded in an orderly way to dismiss Dr. Anderson. A hearing was begun but was halted through a temporary injunction. The injunction was dismissed and the board was told that it was within its rights to discharge the superintendent after a hearing if he were found to be incompetent.

In the midst of the uproar, Dr. Anderson suddenly received an appointment with the Treasury Department at Washington, at \$8,000 per year, and asked for a leave of absence without pay. The leave was readily granted to extend to the end of the superintendent's term. Subsequently Dr. Anderson was appointed by the board to act as adviser in the revision of the high school curriculums at a salary of \$12,000.

The sensational and vexatious episode was distinctly harmful to all concerned. It suggests the necessity of a complete face-about on the part of the St. Louis board and of the policies relating to the superintendent.

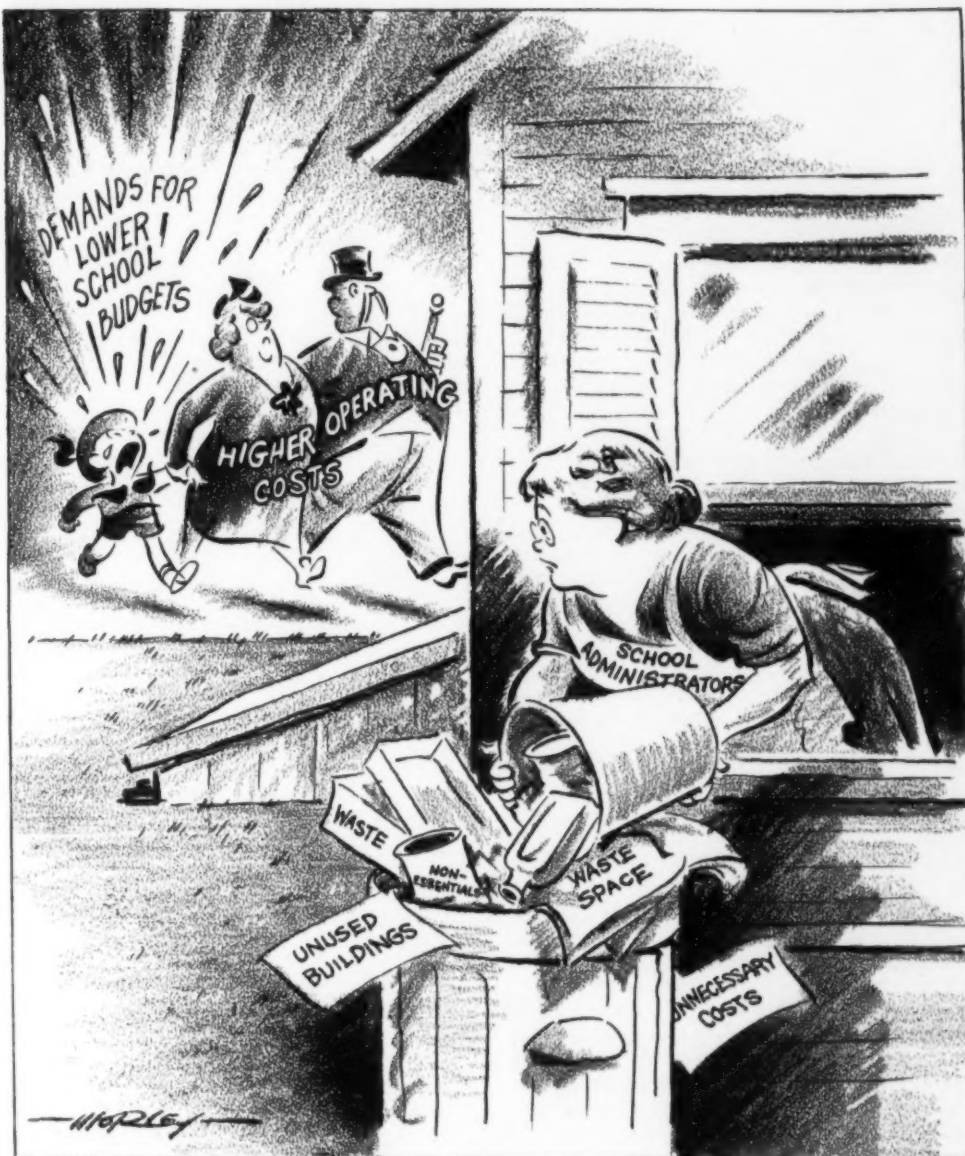
The Breaking of Teachers' Contracts

THE complaint has been heard recently in several sections of the country that teachers have been breaking their contracts with school boards in order to accept more lucrative positions. A teacher has accepted an appointment to a position, signs a contract, and then finds a more attractive offer. Sometimes it is another teaching job in a neighboring town and sometimes a position in the commercial or industrial field.

Owing to the war situation many teachers have been lured into other fields of activity where both the compensation and the working conditions are more attractive. This accounts for the fact that many sections of the country are confronted with a teacher shortage.

This migration of teachers from one position to another in order to improve their material interests cannot be criticized. A professional worker has the right to market his or her services on the most favorable terms obtainable. That constitutes the business side of the proposition.

But, when a teacher signs a contract, obligating himself or herself to do a year's work, honor compels the fulfillment of the agreement. State Superintendent C. T.



TIDYING UP BEFORE COMPANY COMES

Malan, of Indiana, recently found himself impelled to deal with the subject as follows:

A teacher's contract is more than a legal obligation. It is an honorable expression of good faith by both the employer and the employee. . . . It is good administrative practice to organize the teaching staff as early as possible. Teachers should not sign contracts if they anticipate a change. . . . Teachers who sign contracts beginning July 1 should not expect to be relieved of such contracts next fall. . . . The signing of a contract should be respected highly by the teaching profession.

An Indiana editor, in discussing the subject said:

But the contracts do not seem to bind anybody but the school officials. School officials generally take the attitude that they will not stand in the way of a teacher getting a better job and permit the contract to be voided without protest.

In normal times when capable replacements are available, there is no reason for strict enforcement of contracts that would prevent teachers from accepting better positions that might become available. With the scarcity of teachers that exists now, however, it is not fair to school administrators or to children for whose education they are responsible for teachers to void

their contracts at the last minute and leave the administrators to do the best they can in piecing together a teaching staff.

That statement is reasonably correct, but school boards that have experienced the embarrassment likely to arise as the result of a broken contract have wondered again and again whether contracts could not be devised under which the obligation is not only mutual but reciprocal as well.

Shall Football Be Dropped?

FROM a number of sections has come news that the boards of education are considering the advisability of dropping elaborate football and basketball schedules and other exhibitionist athletics.

It would seem that the situation points to a splendid opportunity to readjust the physical-education program and to substitute for practices which help only a small number of students, well-balanced body-building activities that will reach every boy and every girl.

War Problems in School

Floor Maintenance Dave E. Smalley¹

Until now school housekeeping has not been greatly affected by the war, but the pinch will be felt with increasing intensity. Prominent among the mounting problems will be floor maintenance, less from the standpoint of supplies than from that of equipment.

Floor maintenance equipment, particularly the floor polishing machine, is going the way of automobile tires, typewriters, fluorescent lights, etc. On August 3, Conservation Order M-126 of the War Production Board stopped the manufacture of floor polishing machines, wax applicators, and a few less important maintenance items. Only those already made are available for sale. There will doubtless be a way to provide applicators made without iron or steel, the raw materials which Order M-126 is designed to conserve, but there is no way of making a floor polishing machine without steel gears and metal of some kind.

Order M-126 specifically designates "floor polishing machines," thereby omitting floor scrubbing machines from the freezing order. But the omission of scrubbing machines does not afford a great deal of relief. The question may arise, Why not use a scrubbing machine for polishing? You probably could if you had a polishing brush to fit it, but if the machine has been assembled after August 3, 1942, it cannot be sold as a polishing machine nor can it be legally sold with a polishing brush.

Floor polishing machines assembled before August 3 may be sold as long as they last, and undoubtedly the several manufacturers had built some machines before the freezing order went into effect. These manufacturers had been greatly handicapped, however, by priority regulations which prevented the accumulation of stocks ahead of the order.

Essential parts could be obtained only upon priority ratings to replace what had already been sold, and in view of this condition there cannot be more than about four to six months' normal supply on hand.

While it would appear that the war production board is permitting the continued manufacture of floor scrubbing machines, this fact offers little hope for relief. Some of the parts essential in any floor machine now call for such high priority ratings that only the Army, Navy, and war industries can extend them. Among these parts are motors which call for a priority rating of A-1-j or better, rubber insulated conductor cords which have been calling for a rating of A-1-c. Rubber wheels can no longer be used at all, and aluminum can be used only for the Army and Navy when specifically demanded by them.

Production of Machines Ending

For several months previous to August, cast iron has been substituted for parts formerly made of aluminum, and unless some future conservation order comes, this practice will continue in the manufacture of scrubbing machines. From the standpoint of efficiency the added weight of the iron is an advantage, for weight on the brush is essential for maximum results, either in polishing or scrubbing—the more weight the better, limited, of course, by the power of the motor.

Rubber wheels are being replaced with plas-

tic, something of an improvement in appearance and durability. Plastic and iron, for the purposes mentioned, can still be obtained at this writing on an A-10 rating.

But the vital part which is threatened now with extinction is the rubber-covered conductor cord. No kind of a floor machine can be made to function without it, and there is no substitute. All of which leads to the conclusion that the production of the electric floor machine is rapidly nearing the end.

The fact that floor machines will eventually vanish from the market is an incentive to buy a new machine now if a school board contemplates buying one at all. If the purchase of a new machine is not contemplated, it is a more urgent inducement to preserve the machine or machines already in use.

The industrial or heavy-duty floor machine is bought for utilitarian purposes only, and no pride is taken in its appearance. Usually it is operated after hours when few people see it. Because nobody takes any particular pride in its appearance, it is commonly allowed to accumulate dust, stain, and other matter. So long as it seems to function properly, little or nothing is done about it. Neglect is simply a form of abuse, but few people think of it that way, and the machine is allowed to deteriorate from lack of care.

Even in times of plenty there is no excuse for waste, but in such critical times as the present it is shameful and unpatriotic. As in the case of practically all equipment, worn-out or broken parts are difficult to obtain. As said before, some floor-machine parts can be obtained on the highest ratings, ratings quite beyond the reach of the school. Such critical parts as rubber-covered induction cords requiring copper and rubber cannot be replaced at all. There are also motors and motor parts. If your motor burns out or if you break a part, it is doubtful if you can get repairs. A few months hence, it will not be possible.

Even in the case of a new machine, there will be difficulty in replacing broken parts though covered by the manufacturer's guarantee. The manufacturer cannot get the new part without a priority certificate which he must pass on to the motor manufacturer. Actually, this rating should be A-1-j or higher, but since the average school cannot supply such a rating, either the machine manufacturer robs himself of a part he cannot replace or succeeds in getting the motor manufacturer to do it for him. In some cases, brand new machines, broken in transit to the customer, have presented a serious problem for both customer and manufacturer. The carrier quite willingly pays for the loss, but another priority certificate is required to get the new parts. It is almost like suffering the theft of an automobile tire; the insurance company pays the loss but you cannot buy another tire.

Some Preventatives of Trouble

In view of existing conditions, it is prudent and vital that you take the best care possible of equipment, for not only will you be unable to replace it but you may be unable to repair it. In the following paragraphs are offered some preventatives of the most common troubles:

1. *Keep your machine clean.* If you use it only for polishing, dust it off when through and polish up the metal parts with a rag. If you use it for scrubbing, clean it thoroughly with a wet rag and dry it. Never allow the scrubbing solution to dry and remain on the machine. Remove the brush and clean the underside of the machine.

2. *Never allow the weight of the machine to rest on the brush when not in action.* To do so, causes the brush to flatten out, become misshapen, in turn causing the machine to wobble in use. If a scrub brush is used, remove it from the machine and lay it upside down to dry.

3. *If a brush, even a polishing brush, becomes flattened, soak it for an hour or two in water—just enough to cover the bristles but not the plywood back.* Then lay it upside down to dry.

Because of the plywood backs, the brushes come under priority regulations and the metal brush brackets threaten to join the ranks of scarce parts. It may soon be necessary for you to buy your brushes without the metal bracket, reusing your old ones.

4. *If you have a habit of attaching your brush by starting the machine on it, now is a good time to learn the correct way.* The jerk the brush bracket receives when you attach it by starting the motor may break the bracket. It is also a shock to both brush and machine. The proper way is to tilt the machine back on the handle and attach the brush with a twist.

5. A well-made floor machine seldom needs oil for the first year, but it is well to examine it from time to time anyway. You can always replace oil. After the first year any floor machine will need occasional oiling. A good motor oil (about No. 30) is usually adaptable for the gear housing, but do not fill it too full or you may damage the grease seals. Grease seals and bearings are critical items, too. In fact, they are almost unobtainable. Check over the manufacturers instructions for oiling. If you don't have them, write for them.

6. *Keep the rubber insulated cord clean.* After scrubbing, wash it off and dry it. Soap gradually disintegrates the rubber. Avoid kinks in the cord, do not step on it, and do not run the machine over it. Above all things be careful of this cord, for you probably won't get another until long after the war is over.

7. *Don't tamper with your machine unnecessarily, but examine it often.* If there is a plate enclosing the sprocket and chain assembly, remove it and check for rust. You can halt the rusting of iron and steel with a sparing application of motor oil diluted one half with kerosene.

8. *If something happens to your machine which you don't understand, it is better to write the manufacturer, explaining, than to call in a local electrician.* It may be necessary to do the latter in the end, but it is advisable to get the manufacturer's authority to do so. Your failure to do this may jeopardize your guarantee.

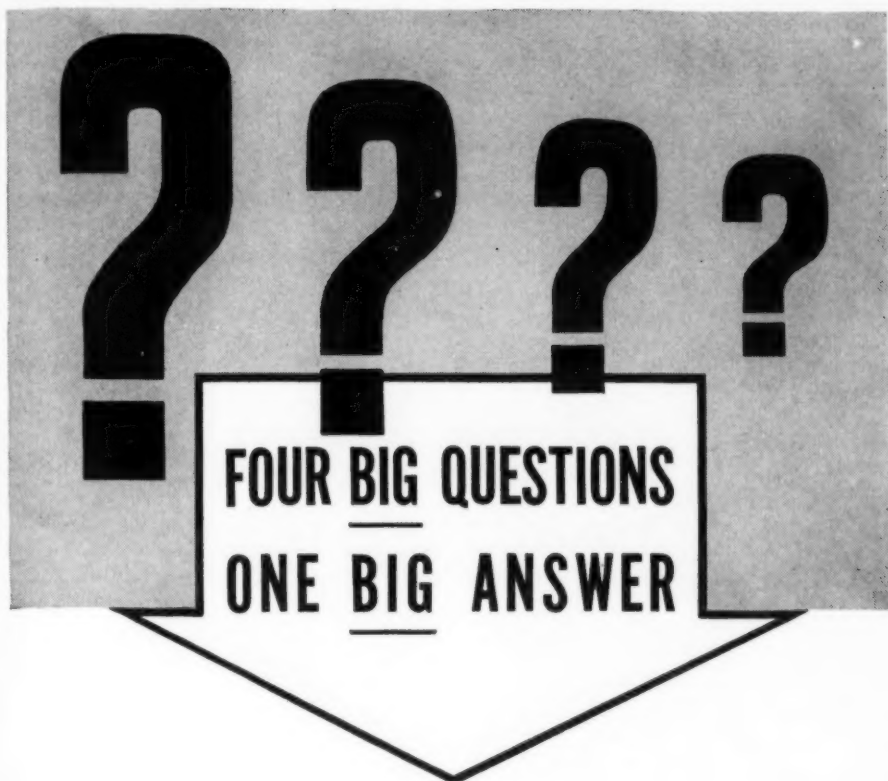
9. *When you need new parts, of course, write the manufacturer, sending your best preference rating, but do not blame him if he cannot supply a part.* He may be just as helpless as you are.

We Must Fight Waste

Floor machines are only one of many kinds of equipment now so essential to our economic and social welfare, but which the war is taking away from us. We need the equipment to

(Concluded on page 64)

¹Brazil, Ind.



WYANDOTTE DETERGENT

Four questions that any building manager wants to have answered in the quickest, most economical way are:

1. What's the best way to keep my floors in A-1 condition?
2. How can I clean porcelain enamel *safely* and thoroughly?
3. What cleanser will keep painted walls and ceiling looking fresh and new?
4. Can stained marble be cleaned easily?

Wyandotte Detergent is an all-around cleanser that provides a clean, clear-cut answer for any or all

these questions. It is the largest selling maintenance cleaner in the world — free-rinsing, economical in use, the mainstay of building managers the country over.

For those who prefer an all-soluble cleaner, Wyandotte F-100 is available for floors and walls, particularly effective on wood, red tile, and cement. If a *paste* cleaner is preferred for porcelain enamel, use Wyandotte 97 Paste.

Your Wyandotte Service Man can supply you immediately with these products for *all* your maintenance cleaning.



THE J. B. FORD SALES COMPANY, WYANDOTTE, MICHIGAN

The Public Relations Film

Godfrey Elliott¹

School-produced motion pictures, as an integral part of the well-planned program of school interpretation, are playing an important part in the progressive administrator's thinking today. He knows, by reason of his own experience or through the reported experience of others, that the public relations film can make certain unique contributions to the success of a well-rounded program which draws from all available types of public relations media their maximum potential usefulness.

An unfortunate excess of extravagant praise on behalf of the public relations film's values has tended to handicap the intelligent use of this valuable medium of interpretation. Most certainly, the public relations film is not a magic elixir which can dose an ineffectual program into vigor; it is a single tool which when used properly will contribute to the success of the whole program. The same thing can and must be said about every other single medium of school interpretation. Perhaps this is as good a time as any to scale downward some of those extravagant claims and answer some of the rather categorical arguments which have followed them.

Occasionally one hears some schoolman, who has apparently just discovered the existence of the public relations film, go completely overboard in his claims of what this new interpretation tool will do. And, too often, this sort of careless thinking has opened the way for the inevitable critic who is looking for an opportunity to lambast any new development does not understand. This has been the case with the public relations film. Careless conception of its functions has too often permitted the critic to go unanswered when he asked: "Wouldn't the same amount of money spent elsewhere get more and better results?"

It would be manifestly unfair to claim that the public relations film can do a better job at all times than any other public relations tool. It must be evident to the administrator who gives thought to the matter that each one of the public relations tools has its important task to perform. The press, the radio, school exhibits, personal contacts, the school paper, school functions, and all of the many others have certain effects that they can realize under certain conditions much better than any of the other media. To this group should be added the motion picture, for it has certain unique contributions to make to the success of an integrated program of school interpretation.

By virtue of its motion, the film is a powerful attraction force. Human nature will ever be interested in motion; the psychologist will say that motion attracts even the unwilling eye. Holding this attention, once attracted, depends primarily upon the quality

of the planning and execution that go into the production of the film. No one will overlook the fact that the same condition holds true for any other medium of interpretation. However, it is this quality of motion that makes the film an attractive tool—this quality plus the fact that parents will never fail to make an extraordinary effort to attend the showing of a film in which a son or daughter appears. These two characteristics are unique to the motion picture, and their value insures the opportunity for some degree of success before any of the other inherent qualities of the film begin to operate. In addition, the very condition under which the film must be presented—the darkened auditorium—compels the audience to focus its attention on the message that the film holds.

The film has the sole ability to show details of the school program in their natural setting and in their true perspective. The film does not, for example, indulge in a lot of verbalisms about the benefits of the home-economics program; it takes the audience right into the home-economics laboratory where the operation of the program can be observed. The film does not present a static picture of a single isolated act in the home-economics lesson; it shows the audience a group of connected acts that add up to make an understandable idea. The film does not confine the school visitor to the work that he would see upon a particular day and hour of visitation; it compresses within a few minutes the progression of work that consumed days or weeks in making a purposeful whole out of the unit.

The critic who asks whether money spent on film production might not be put to better use elsewhere, often fails to comprehend the philosophy of a well-rounded program of school interpretation. It must be understood

that there are situations in which the expense of the public relations film cannot be justified in immediate returns, but it must also be acknowledged that where each available medium of interpretation is utilized, the public relations film makes a worth-while addition to the program. The film is an additional tool—another link in the chain—and not a substitute for other public relations tools. If the press, the radio, and the other avenues of interpretation are used to the fullest extent, it would be careless to state that film production expense could be spent better elsewhere. Much of the criticism directed at the public relations film has grown out of a misunderstanding of the role that the film plays in the integrated program.

School-produced films do cost money—a minimum of thirty to forty dollars per reel of 16mm. silent film, according to the experience of schools who have done considerable work. The administrator must ask himself whether the film's expense will make a commensurate contribution to his local program. It is, however, difficult to conceive of a situation where the expense of a one-reel film cannot be justified. Without ever realizing it, the average school system will spend many times that amount for printing, for paper, for services, or for any one of a dozen other items, all of which are intended to make a direct contribution to school interpretation.

In addition to production costs, there is still another question, which relates to the planned use of the film after it has been produced. Too often some critic has asked: "Why spend all that money on producing a film which will be shown once, then put on the shelf to accumulate dust?" Why, indeed? Such a critic would not consent to the publication of a pamphlet for storage on the office shelves, yet this is the analogy he tries to picture. Just as the planning, writing, and printing of a school pamphlet is of little effect until distribution has been well planned and executed, just so the planning and production of a public relations film must be supplemented by intelligent plans for the use of the completed product. What is the potential audience for the film? How large is that audience? How can every member of that audience be reached by the film? These are some of the questions that must be asked and answered, if the full value of the film is to be realized.

As soon as the administrator understands that use of the public relations film depends upon his appreciation of the three important steps involved—planning, producing, using—he will then be in a position to integrate the film with the other tools of interpretation at his command. Intelligently handled, the film can make its contributions to the success of the total program; ill conceived, poorly executed, or carelessly used, it remains a mere novelty whose passing is brief and unremembered.

♦ River Forest, Ill. The board of education and the community recreation board are operating a joint program of recreation, with a director jointly employed, and with school and community facilities pooled for an effective program of physical education.

¹Director, Audio-Visual Aid Service, Mercer County Schools, Princeton, W. Va.





CITATION

To The Office Workers Of America . . .

As contributors to the war effort, they merit your praise and recognition.

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Nowhere else have such workers been so willing to improve their methods, so consistently eager to replace the old and slow with the new and quick.

This has resulted in the creation of a

huge office machinery industry of which Underwood Elliott Fisher is proud to be a part.

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Because this industry exists, our country possesses a group of manufacturing plants—*built* to supply the world's greatest needs for office machines—*now turning out* large quantities of important war materials.

Day after day we read of deserved awards to *factory* workers . . . here

is our tribute to America's *office* workers.

And here is our promise to those workers, several million of them our valued customers.

No matter what the difficulties, our maintenance service will continue undiminished from coast to coast.

We shall continue to provide spare parts . . . as well as a complete line of carbon paper and ribbons unsurpassed in quality, for every make of office machine.

*And we shall continue to devise and suggest methods for **conserving** their typewriters, adding and accounting machines and for **operating** these machines with greater efficiency.*

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60 thousand in 1942 . . .

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For school executives planning future building construction or modernization, we have a book giving case studies of 268 modern steam heating installations.

Here is a guide-book to better heating with the Webster Moderator System. Gives proof of heating comfort, savings in dollars and cents. No exaggerated claims. No promises. Just 75 pages of heating results.

Write for "Performance Facts."

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School Law

School District Government

A petition merely alleging that the treasurer of an independent school district registered and paid warrants issued against an appropriation for which there was no authority of law and as to other warrants, that they were issued, registered, and paid out of an appropriation made for different purposes and as to still other warrants, that they were issued in separate small amounts to avoid the necessity of competitive bidding for the aggregate of certain expenditures did not state a cause of action against the treasurer and the sureties on his official bond. 70 O. S. 1941, §§ 132, 133. — State ex rel. *Bowen v. Scruggs*, 127 Pacific 2d 152, Okla.

Interest on school district warrants is allowable even in the absence of an appropriation therefor, and hence the treasurer of an independent school district and surety on his official bond could not be held liable for registering and paying warrants in payment of interest on various warrants without an appropriation therefor. 70 O. S. 1941, §§ 132, 133. — State ex rel. *Bowen v. Scruggs*, 127 Pacific reporter 2d 152, Okla.

School District Taxation

Where a decrease in student enrollment resulted in a corresponding decrease in state aid and created an excess number of teachers, teachers whose names appeared on an eligible list could not compel their appointment to fill vacancies caused by declinations of previous appointments, since by statute, the board of education was precluded from incurring any liability beyond the funds appropriated by the state and city for its use. New York Education Law, §§ 872, 877, sbds. 7, 10, 14. — *Eisenberg v. Board of Education of City of New York*, 35 N. Y. S. 2d 317, 264 App. Div. 318.

Teachers

The benefits from a retirement fund established by the Teachers' and State Employees' Retirement Act are not "gratuities" but constitute deferred payments of "salary," and hence the act does not violate a constitutional provision that no men are entitled to exclusive emoluments or privileges from the community but in consideration of public services. N. C. public laws of 1941, c. 25, as amended by the public laws of 1941, c. 143; N. C. constitution, art 1, 7. — *Bridges v. City of Charlotte*, 20 Southeastern reporter 2d 825, 221 N. C. 472.

Pupils

The transportation of children to a high school by members of their own family cannot be arranged for at the expense of the common school district with the right of contribution from state appropriations where there is already a bus route established and functioning. Minn. laws of 1939, c. 437; Mason's Minn. state supp. of 1941, § 3156-9(7), subd. 2. — *Perszyk v. School Dist. No. 32*, 4 Northwestern reporter 2d 321, N.C.

The state of New Jersey may compel those who attend the public schools to salute the flag. N.J.S.A. 18:14-80. — In re *Latrecchia*, 26 Atlantic reporter 2d 881, 128 N. J. L. 472, N. J.

School Board News

♦ Dallas, Tex. Among the new courses to be offered in the night school this year are map reading, Chinese, civil aeronautics ground courses, and home repair work.

♦ Fort Worth, Texas. The school board is facing the necessity of paying higher prices for commodities the schools need to operate the lunchrooms during the next year. The board will be compelled to order the serving of smaller portions, or charge higher prices for articles served. It was found that prices of meats have

gone up from five to ten cents. Milk and ice cream are about the same, but ice will cost five cents more per hundred pounds than last year.

♦ Superior, Wis. The school board has approved a report of a special committee that all school employees be given increases of \$12.50 per month. Twelve-month employees will receive the increases, beginning with July, 1942, and other employees from September on, at the rate of \$12.50 for each month of employment. Employees who work on a part-time basis will be paid an increase in proportion to the amount of time they work.

♦ Gloucester, Mass. The school board has voted against all leaves of absence for employees for the purpose of entering positions other than the armed forces. The superintendent was ordered to make temporary appointments of former teachers who have married, until inexperienced women obtain more experience.

♦ Hollywood, Calif. Under a ruling of the school board, high school boys were permitted to work in harvest fields and attend classes half-days during the early part of September. Through the half-work and half-school method, it was believed sufficient manpower would be furnished to farmers in need of it.

♦ Chickasha, Okla. The school board has ruled that teachers who voluntarily enter defense work shall not be given leaves of absence from their teaching positions. The rule does not affect men called or drafted into the armed services of the country.

♦ Tulsa, Okla. A survey of school-building facilities has been undertaken by Floyd A. Ramsey of the United States Office of Education staff to determine the need for new temporary buildings to relieve congested situations.

♦ Kewanee, Ill. The board of education has decided to continue its policy of pay-as-you-go for supplies and equipment.

♦ Parma, Mich. School hours for the school children begin and end 15 minutes later during the new school year. The high school schedule includes eight periods a day, from 8:45 a.m. to 4 p.m. The new schedules were put into effect to give longer class periods and to make it unnecessary for pupils to come to school when it is still dark.

♦ At Elmhurst, Ill., the public schools have started the new school year under the annual promotion system. A special course in industrial work is being offered this year to junior high school boys, as a means of supplementing the regular industrial-arts program. Mr. B. A. Lenhart is the instructor.

♦ Burley, Idaho. Under a new policy of the school board, the public schools were opened for the new school year on August 10, and sessions will be suspended for the full month of October in order that all pupils available might be used to harvest potatoes, sugar beets, and beans. An acute labor shortage made the early starting of school sessions necessary.

During the year, special emphasis will be placed upon mathematics, mechanics, science, and less upon the social studies. Senior high school students have been enrolled in such subjects as drafting, radio, physics, chemistry, aeronautics, welding, advanced commerce. Physical education instruction is being given added emphasis, with all junior high school students enrolled in physical education daily.

The Burley schools have an enrollment of 2400 and are under the direction of Supt. George E. Denman.

♦ Cleveland, Ohio. In cooperation with the government, the school board is sponsoring a series of aviation institutes. The institutes are open to all preflight aeronautical teachers and department heads in the public and parochial schools of the city and the surrounding suburbs. Officials and technical experts of the Army air forces, Navy, civil aeronautics, weather bureau, the several airlines, and other organizations are cooperating in offering teaching aids and providing practical reservoirs of aeronautical knowledge. The courses feature especially phases of basic preflight training, including navigation, communications, aerodynamics, meteorology, engines, design and structure, air regulations, and safety.

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**COLORFUL
WALL CHART**
showing in
graphic detail how
SCRAP
is turned into
**FIGHTING
WEAPONS!**

The exciting picture story of "How Steel Is Made"—to help you get across to your pupils the pressing need for steel *scrap*! Inspiring information on what one old lawn mower will make—one old bucket—one old tire.

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ment-sponsored "Plan for Organization of the School Children of America in the National Salvage Program," as outlined in the booklet called, "Get In the Scrap!"

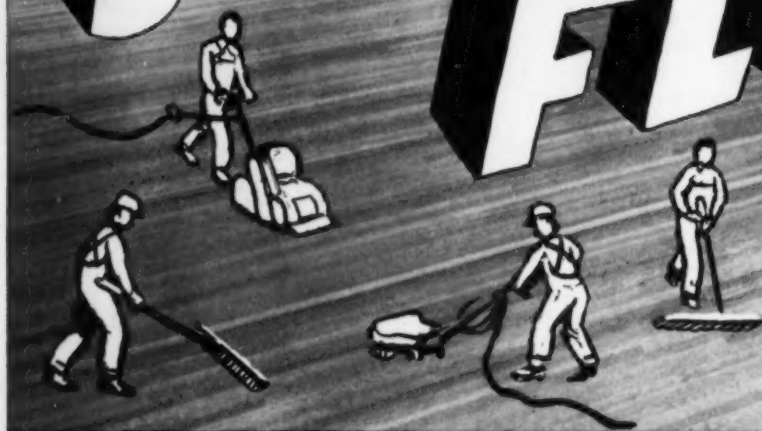
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Teachers and Administration

♦ New Orleans, La. The federal court has recently ruled that Negro teachers in the public schools must be paid salaries equal to those of white teachers whose qualifications and experiences are the same.

♦ The Michigan state board of education has opened the way for the return to work of retired school teachers, to help relieve a shortage in the public schools. The board has authorized the issuance of war emergency licenses to previous holders of state-wide certificates such as county normal or first- and second-grade certificates. Former teachers may teach for one year without additional instruction. The permit may be renewed from year to year during the war emergency.

♦ Fort Worth, Tex. Under a ruling of the school board, teachers who leave to accept war jobs will forfeit their positions with the public schools. The rule does not apply to those granted leaves for the duration in the past, or to men drafted into the armed forces.

♦ The Circuit Court of Detroit, Mich., has issued a temporary injunction restraining the Hamtramck school board from discharging its teachers or abolishing the present school code until the conclusion of a suit started by the Federation of Teachers (AFL). Edward N. Bernard, attorney for the teachers, had requested the injunction because the board had rescinded the code while the hearing was in progress.

♦ Alton, Ill. The superintendent of schools has announced a project for internship of teachers, which is to be made available to a small group who are qualified scholastically as instructors, but are without classroom experiences requisite for regular employment. The plan is to select four to six recent college graduates and

to give them training in service in the same way as nurses train in a hospital. At the end of the year, the interns showing the proper qualifications will be advanced to regular appointments.

♦ Normal, Ill. The city schools lost 25 per cent of their teachers to the armed forces, to the war industries, and to marriage between the close of school last spring and the reopening this fall. All vacancies have now been filled. Previous standards of training and experience were maintained in the employment of new teachers.

♦ Minneapolis, Minn. In a step intended to reduce surplus school personnel, the school board has ordered that leaves of absence be granted for the duration of the war to all teachers who may make application. It has been assured that tenure rights of those taking leaves to accept jobs in the war industries will not be affected by their absences.

♦ Peoria, Ill. Under a revised school program, teachers during the new school year are teaching six full periods each day, or five periods and one assigned room period. They are paid extra for taking extracurricular work. Each teacher is paid at the same rate for the same kind of extra work undertaken. A saving of about \$20,000 a year is anticipated under the plan.

♦ Bedford, Ind. The school board has voted to retain its old policy of employing single women as teachers.

NEW YORK CITY SCHOOLS SEEK TO REMOVE UNFIT TEACHERS

School officials of New York City are earnest in their attempt to eliminate physically and mentally unfit teachers from the staff. This has been revealed in recommendations for disability retirement made to the teachers' retirement board. Of 228 such recommendations made since January, 1933, a total of 45 requests have been made since the beginning of the current year, and four have been approved to the board of education. In addition, 50 teachers reported by their principals as apparently unfit, are awaiting examinations by the school medical board.

TEACHERS' LEAVES FOR WAR WORK

The school board at Sacramento, Calif., has adopted a five-point policy governing the granting of leaves of absence to teachers who are taking private employment created by the war emergency. The five points are:

1. The person asking for the leave must be a regular employee, on a monthly or yearly basis.
2. The person drafted must be granted a leave.
3. The person who enlists in any department of the service is eligible for a leave.
4. All cases of call into any branch of the service based on application are eligible for leaves.
5. All other cases must be considered on their merits. The welfare of the school, as well as consideration of assistance in the war effort must be considered.

NEWS OF OFFICIALS

- The school board at English, Ind., has elected Noble C. Simcox as president.
- Samuel Ach, former president of the school board at Cincinnati, Ohio, died at his home on August 8. He was 82 years old.
- John Gallman has been elected president of the school board at Bluffton, Ind.
- Paul Ingram has been appointed president of the board of education at Normal, Ill., to succeed Dr. Ray W. Doud who has joined the armed forces.
- The school board at Dunkirk, Ind., has reorganized with H. J. Roe as president; Anna Weiseman as secretary; and B. W. Lewis as treasurer.
- Dr. Mark Greer has been elected president of the school board at Vandalia, Ill.
- S. A. Lambdin has been elected president of the school board at Milltown, Ind.
- The school board at Leavenworth, Kans., has reorganized with Dr. G. Ralph Combs as president; Roy D. Kunkle as vice-president; Mrs. Kate Behler Cory as treasurer; and Ira J. Bright as secretary.
- The school board at Bad Axe, Mich., has reorganized with Alfred H. Sauer as president, and Mrs. Ethel Brandon as secretary.
- John Greene, a member of the New York City board of education for many years, from 1888 to 1918, died in Brooklyn, N. Y., on September 2, at the age of 83. During a period of 40 years he was editor of Bradstreet's Weekly.

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School Finance and Taxation

MICHIGAN SCHOOLS SEEK TO AVOID DEFICIT

The 6300 school districts of the state of Michigan have entered the academic year fully aware that during the next school year they must pinch pennies in order to avoid going into the red. Dr. Eugene B. Elliott, state superintendent of public instruction, believes the pinch will make many school budgets stretch funds, and that some activities may be sacrificed for the sake of economy.

Many of the larger school districts find themselves in difficulty because many teachers have resigned, while others have enlisted in the armed forces. Another difficulty is the \$44,500,000 in state aid on which the schools will be compelled to operate during the fiscal year. Requests have been made for \$47,000,000 a year for the current biennium and the proponents have pointed out that the schools will not be able to conduct a full educational program this year with the funds available.

FINANCE AND TAXATION

♦ The total budget for the high and elementary school districts of Fresno County, Calif., has been set at \$5,940,675 for the year 1942-43, which is a decrease of \$94,000 from the total of \$6,034,675 for last year. The amount to be raised by taxation is \$2,218,237, or a decrease of \$142,261.

♦ The State Department of Education at Sacramento, Calif., has announced the apportionment of emergency funds totaling \$1,378,302 to schools throughout the state, to compensate for average daily attendance losses resulting from epidemics and the evacuation of Japanese. On a state-wide basis, \$792,358 will go to grade schools, \$555,704 to high schools, and \$30,240 to junior colleges.

♦ El Paso, Tex. The tentative budget of the school board for 1942-43 is \$1,490,229. Of the total, \$1,094,000 is for teachers' salaries.

♦ Bakersfield, Ore. The trustees of the Kern County Union High School District have adopted a budget of \$2,554,811 for the current fiscal year. The budget provides salary increases of \$180 per year to teachers, and \$120 per year to noncertificated employees. The budget also includes \$150,000 toward a future building fund of \$750,000 which will be raised in five equal annual appropriations.

♦ Los Angeles, Calif. The school board has prepared a budget of \$44,339,483 for the school year 1942-43, which is a reduction of \$1,455,178 from the estimate of 1941-42.

♦ New Orleans, La. The Orleans Parish school board has adopted a budget of \$5,956,667 for the year 1942-43, which is an increase of \$142,026 over the year 1941-42. The largest item is \$3,930,777 for salaries of teachers.

♦ Chattanooga, Tenn. The school board has approved a budget of \$1,173,824 for the year 1942-43, which is an increase of \$71,000 over the past year. The budget contains an item of \$86,082 for salary increases of teachers and janitors. Provision has been made for an increase of \$3,005 in equipment and supplies, \$2,257 in library books and supplies, and \$5,401 in maintenance of school plants.

♦ Normal, Ill. At a recent referendum meeting, a 25 per cent increase in the tax rate was approved by the voters. This increase will permit the city schools to maintain their present standards of services, will provide an improved salary schedule, and will allow other expenditures in keeping with the increased cost of all commodities.

PERSONAL NEWS

♦ Mr. PHILIP J. HICKEY, secretary-treasurer of the St. Louis board of education, has been elected acting superintendent of the St. Louis city schools, to replace Dr. Homer W. Anderson who is on leave until August 1, 1944.

Mr. Hickey, who is a native of Cleveland, Ohio, graduated in 1918 from the University of Wisconsin, with the degree of bachelor of science in education and chemistry. A year later he received his master's degree. He taught at the university for five years in the chemistry department, and in 1923 was appointed principal of a grade school in St. Louis. Until his appointment as secretary-treasurer, he was principal of several important elementary schools.

♦ ANTHONY E. KARNES, formerly district superintendent of schools at Maricopa, Calif., has entered the armed service and is located at Gardner Field, Taft, Calif. Mr. Karnes served as commissioner of education in Alaska from 1933 to 1940. He served in the Army in World War I and was awarded the Purple Heart Medal.

♦ The school board at Sherwood, Mich., has reorganized with ALBERT MOHR as president, and Mrs. DARWOOD LEONARD as secretary.

♦ The school board at Washington, Ind., has reorganized with RALPH V. CATT as president, and RAY HOPEWELL as secretary.

♦ Dr. J. D. ALWAY has been re-elected president of the board of education at Aberdeen, S. Dak.

♦ ALFRED S. GRONEMEIER, a member of the school board at Mount Vernon, Ind., has served on the board for 16½ years.

♦ Supt. VERNE E. CROCKET has been re-elected at Crete, Ill., for a new three-year term, at an annual salary of \$3,600. Mr. Crocket is entering upon his sixteenth year of service.

♦ Supt. HAROLD H. EIBLING, of Maumee, Ohio, has been re-elected for a five-year period. He has completed six years of service in the city schools.

♦ The school board at Ottawa, Kans., has reorganized with RALPH CURBY as president; J. B. STEWART as vice-president; and HARRY CARTZDAFNER as clerk.

♦ The school board at Wichita, Kans., has reorganized with DALE CRITZER as president; J. WARD GATES as vice-president; and LOUIS GERTSIS as secretary.

♦ A. J. HARTMAN has been re-elected as president of the school board at Newton, Kans.

♦ Dr. CALVIN GRIEDER, of the University of Colorado, has been appointed acting secretary-treasurer of the Colorado Association of School District Boards, to succeed the late Dr. Don C. Sowers. Dr. Grieder has been loaned by the university for field work during the fall quarter, and will be available for directing the work of enlarging the advisory council on a state-wide basis. All membership fees have been cut in half, and an intensive effort will be made to develop a strong, self-supporting organization.



ON THEIR WAY...

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School Building News

PLAN FOR AFTER-WAR BUILDING

The board of education at Washington, D. C., has approved plans to spend \$890,000 for the acquisition of sites for twelve schools to be erected after the war. The plans call for seven elementary school buildings and two junior high schools.

SCHOOL BUILDING NEWS

♦ Janesville, Wis. The committee on insurance has authorized the Janesville Board of Insurance underwriters to issue insurance in the amount of \$1,293,300 on the buildings and contents of the various schools. The total amount carried represents a decrease of \$16,200. The board has voted to purchase war damage insurance on the buildings at a cost of \$972.

♦ New York, N. Y. Denial of WPB priorities for critical materials has caused the board of education to cancel proposed contracts for nearly \$300,000 of replacements and repair of plumbing, electrical installations, shop equipment, and desks and seats. The proposed contracts were for repair of equipment in old schools.

♦ Chico, Calif. The school board has voted to create a special building fund and has deposited \$35,000 as a beginning. It is planned that eventually \$135,000 will be raised by 1947 through appropriation of \$25,000 from each of the budgets of 1943-44, 1944-45, 1945-46, and 1946-47.

♦ Griffin, Ga. Construction work has been started on a new school in West Griffin, to cost \$70,000. In addition to eight classrooms, the building will contain a cafeteria, an auditorium, offices, and shop rooms.

♦ New York, N. Y. The board of education has awarded a contract for 4,600,000 gal. of

oil, at 4.8 cents per gallon to provide fuel for the 52 school buildings which the city heats with that type of fuel. Of more than 800 buildings, only 52 are heated by oil. Most of the coal for the others was safely placed in the school bunkers before August 1.

SCHOOL-BUILDING CONSTRUCTION

During the month of August, 1942, Dodge reported contracts let for 408 school and college buildings, to cost \$15,679,000. The report is limited to states east of the Rocky Mountains.

In 11 states west of the Rockies, not included in the Dodge reports, contracts were let during August for 10 school buildings, at an estimated cost of \$3,078,480. A total of 13 additional projects were reported in preliminary stages, to cost \$3,278,100.

SCHOOL-BOND SALES

During the month of August, bonds were sold for the construction of new school buildings, in the amount of \$481,000. During the same period short-term paper was sold, in the amount of \$117,500.

Teachers' Salaries

♦ Lockland, Ohio. The school board has approved salary increases of 11 per cent for all teachers during the school year 1942-43. Under the new schedule, elementary teachers' salaries will range from \$1,300 for beginners, to a maximum of \$2,300; high school teachers, starting at a minimum of \$1,500, would advance to a maximum of \$2,600.

♦ Bedford, Ind. The school board has raised the salaries of teachers from \$25 to \$90 on their 1942-43 contracts. The board has also voted to add the sum of \$80 to the salaries of all teachers, principals, and supervisors, beginning with January, 1943.

♦ Moulton, Iowa. The school board has adopted a new rate of pay for members of the teaching

staff, to include a 29 per cent raise for grade teachers, and a 27 per cent raise for high school teachers.

♦ New Orleans, La. The school board of Orleans Parish has given salary increases averaging 10 per cent to members of the school staff, including the superintendent, the principals, and other non-teaching members of the staff.

♦ Dunkirk, Ind. All teachers in the elementary schools have been given increases of \$5 per month, beginning with January, 1943. All but two of the high school teachers were given increases of \$100 beginning with September 1.

♦ Kewanee, Ill. All teachers have been given substantial increases in salary for the next year.

♦ Madison, Wis. The board of education has adopted a schedule of emergency salary increases, affecting 500 employees. It involves increases of \$7 per month for employees receiving less than \$3,000 annually, and \$3 additional for those whose salaries were not above \$1,800 per annum.

PROGRESS IN QUITMAN SCHOOLS

In the public schools of Quitman, Ga., salary increases, averaging 10 per cent, have been given to all Negro and white teachers. These increases are intended to meet the increased costs of living and in most cases bring the salaries to the pre-depression level.

With the opening of the new school year, general continuation courses will be offered in the senior high school. These courses will provide training in general and commercial subjects for out-of-school youth and adults desiring to prepare for better jobs, or to be better prepared for the work they are already performing. Increased space has been provided for the carrying on of shop and canning programs.

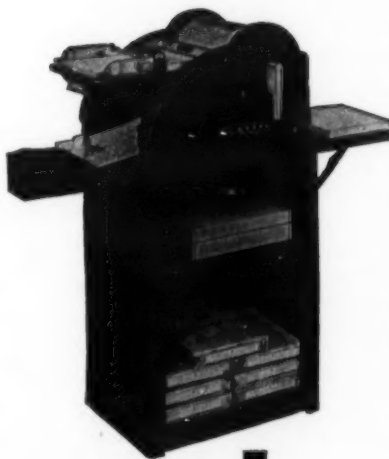
The financial situation for the new school year is considered to be satisfactory. A long-range program has been set up for the schools, which will provide a number of improvements dependent upon increased revenues.

Teacher's eventide

...They FLY clear-eyed and sure toward the enemy because of me and my kind, those lads whom I saw as gawky youngsters in my class a few years back... I did my best by them... So much for that... and they and my present class shall learn even better... So long as I have breath...



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NEW BOOKS

America in a World at War

By William B. Brown, Maxwell S. Stewart, and Walter E. Myer. Cloth, vii-328 pages. Price, \$1.80. Silver, Burdett & Co., New York, N. Y.

This high school text divides naturally into three parts: The first three chapters describe the American Way of Life, the American theory of government and social organization, and the present meaning of democracy as it is practiced and lived in family, community, and national life.

The second group of chapters describes American international relations and the more recent world history. These trace what the author aptly calls the revolt against civilization, with special emphasis on the rise of the totalitarian states and their aggression against smaller states—against humanity itself.

The third group of chapters which constitute the bulk of the work, takes up American policies and war activities, with special emphasis on the part played by the Army and the Navy, by the mobilized industrial forces, and by the civilian population generally. This section of the book is distinctly well done and is surprisingly complete and accurate and written in a calm, factual manner. So far as present-day knowledge goes, it provides a clear picture of the war effort and of the reasons behind it.

Possibly the least satisfactory section of the book is the first, which reflects rather an urban point of view and almost necessarily overlooks many of the cultural and spiritual values of democracy that have been growing and that must come to fruition if the peace is to be completely successful in the postwar reconstruction period.

Plane Trigonometry

By William L. Hart. Cloth, v-172 pages. Price, \$2. D. C. Heath & Co., Boston, Mass.

Brevity and clarity mark this text, written especially for the pretraining of young men who expect to enter the Army, the Navy, or the Merchant Marine. Constant applications to actual problems and complete tables are features.

Twelve Bright Trumpets

By Margaret Leighton. Illustrated by Frank Dobias. Cloth, 172 pages. Price, \$1.28. Houghton Mifflin Co., Boston, Mass.

This book of 12 tales has for its background the middle ages, and while the stories have the charm of fiction, they are in reality well-balanced pictures of the times, the people, the customs, and the great problems solved during these most interesting centuries in the world's history. In language and approach, the book is well adapted to children from the ages of 12 to 15, and is particularly suitable for school library use.

American Business Law

By R. R. Rosenberg. Cloth, 640 pages. Price, \$1.80. The Gregg Publishing Co., New York, N. Y.

This text, addressed to students of high school age, is a well-balanced and rather comprehensive treatise on American law as applied to the major relationships, transactions, and difficulties met with in the conduct of personal business, small trade and industry, and the management of real estate.

The method of presentation, in the author's own language, is a modified induction-deduction approach: principles of law are stated and are illustrated with practical case problems. Typical cases are added, and each chapter closes with a series of drills in principles, in the use of words, and in an analysis of case problems.

The author is very clear in his initial chapter that business and legal relations of businessmen must be based on sound moral principles. He does not, of course, make clear from topic to topic, where the law departs from sound moral principles because of the difficulty which the courts have in administration and enforcement of the laws. He does, however, constantly make clear that a thorough knowledge of the law is the best insurance for ethical action.

Emergency Care

By Marie A. Wooders, R.N., and Donald A. Curtis, M.D. Cloth, xv-560 pages. F. A. Davis & Co., Philadelphia, Pa.

This manual is addressed to professional and practical nurses who may be called upon for extraordinary services due to emergencies, accidents, and disasters in civil and military life. The first 14 chapters describe emergencies of the widest variety and provide simple directions for the first aid and continued treatment which the nurse can give. Part II treats of hospital emergencies. Parts III and IV are limited to personal and occupational accidents and the special forms of nursing required in schools, camps, and factories. Part V is devoted to major public disasters and to several chapters on boy- and girl-scout aids. Part VI gives information on military and naval nursing, hospital organization, etc.

It would be most helpful to have this book revised for high school use. Chapters 17 and 21, and most of the materials in Chapters 32 to 49, are not of direct help to any but registered nurses in general hospital service or in the Army and Navy.

As a whole, the book has that directness of language and that completeness and accurate brevity of treatment which make professional nursing works such a relief from the wordy and long-winded texts of the social sciences.

The Law and Public Education

By Robert R. Hamilton and Paul R. Mort. Cloth, xxv-579 pages. Price, \$4.75. The Foundation Press, Inc., Chicago, Ill.

This inclusive work discusses the American case law as applied to public education and illustrates the point of view of the courts by extensive quotations and, in some instances, by the complete decisions. The authors have personally strong views concerning the developments in education which they feel the courts should reflect in their interpretation of existing statute laws. The book, in some instances, is therefore not unbiased as it should be, and is not written with the complete impartiality which might be expected in a work of this type.

The book suggests the need of a more inclusive literature in the field of school law. While this literature has been growing enormously, particularly through the efforts of a group of outstanding yearbook compilers, we still need a greater number of special works in the fields where the viewpoints of the courts are being strongly modified by new legislation, economic conditions, and the broadening viewpoints of the boards of education.

The Legal Basis of Public School Attendance in the United States

By John Harrison Hutchinson. Paper, 190 pages. The University of Chicago Libraries, Chicago, Ill.

This doctoral dissertation discusses in detail both the statutory and the case law basis of compulsory attendance in the elementary and secondary schools. The study thus takes into account the conditions determining the legal foundations for attendance as defined by age, health, mental ability, scholarship, race and color, residence, transportation, transfer, indigence of pupils, and the fees required by school districts.

Plane Trigonometry Made Plain

By Albert B. Carson. Cloth, 389 pages. Price, \$2.75. American Technical Society, Chicago, Ill.

This book reflects the present approach to the teaching of mathematics and as an important tool in many industries and professions.

Modern Business English

Third Edition. By A. Charles Babenroth and Charles Chandler Parkhurst. Cloth, xx-625 pages. Price, \$3.75. Prentice-Hall, Inc., New York, N. Y.

This book has been magnificently successful because of two features: (1) English and especially letter writing are taught from the standpoint of complete mastery of a tool in business. (2) The solution of business problems and the favorable influencing of persons and groups are constantly emphasized as the real reason for writing letters.

The present edition contains an appendix on military correspondence.

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School Board News

FUNCTIONS AND DUTIES OF PHYSICAL EDUCATION TEACHER

The board of education of Princeton, Ill., has passed its new rules governing the functions and duties of the special teacher of physical education. The new rules are intended to govern the pronounced trend for developing and maintaining healthier and physically fit citizens. The emphasis on the subject has been shifted from the more incidental type of training to the direct and more formal.

Under the new plan, a special health and physical-education committee will be appointed to have direct charge of the course to be followed. All pupils of the first five grades will have two periods a week of instruction under the direction of the special teacher, and observed by the classroom teacher. During the other days of the week, the classroom teacher will carry on under the direction of the special teacher.

In the junior high school, both boys and girls will have two periods of instruction a week. The girls will be under the direction of the special teacher, and the boys under the direction of a man teacher provided for this purpose. The content of the course will be the same for both boys and girls, except that certain athletics will be offered to boys.

No pupil in the grades or the junior high school may be excused from taking physical education, except upon the recommendation of a physician who must present a written statement to the superintendent.

Junior high school students, both boys and girls, are required to wear gymnasium clothing and gymnasium shoes. The lack of suitable clothing, however, will not constitute a sufficient excuse for not taking physical training.

BOARDS OF EDUCATION

♦ Long Beach, Calif. The school board, early in September, gave permission to students to be absent from school to attend to harvesting work on the farms. It was observed that the high schools remain closed until the autumn harvest had been completed.

In Los Angeles, high school students wishing to continue harvest work were given special permits. Upon return to classes, they were enrolled in short-cut courses to enable them to catch up with their classmates.

♦ Kalamazoo, Mich. A new course in preflight aeronautics training is being offered this fall in the Central High School. The course is being offered to 11th- and 12th-grade students who have had two years of high school mathematics. The class will meet daily for two full semesters, and an additional section will be started if the demand warrants it.

Another new course is Spanish, which seeks to afford a better understanding of our Latin-American neighbors. A food course for boys is being offered in the high school, designed particularly for boys who expect to work in groceries, restaurants, and hotels.

♦ Gary, Ind. The school board has approved the trial of a plan to eliminate primary tests and cut failures in the first, second, and third grades. Each child will advance automatically with children of his own age until the end of the third year, when tests will be made to determine his readiness for the fourth-grade work.

♦ Topeka, Kans. Since September 8, a speech-correction clinic is being conducted in one of the grade schools and is being financed from a fund accumulated for this work. Dr. Martin F. Palmer is head of the clinic.

PUBLICATIONS — SCHOOL-BUSINESS OFFICIALS

Specifications for Electrical Laboratories

Paper, 37 pages. Published by Westinghouse Electric & Mfg. Co., East Pittsburgh, Pa.

Specifications for individual pieces of laboratory equipment and equipment lists for schools of varying sizes. The material will be found useful by school officials and teachers in planning electrical laboratories in engineering colleges, vocational schools, and trade schools.

Procedures on Appeals to State School Authorities

By Harry N. Rosenfield. Paper, 57 pages. Bulletin No. 35, 1942. Price, \$1. Issued by the New York University School of Law, New York, N. Y.

This monograph outlines for local school authorities the procedural practice in appeals and petitions by local school authorities and citizens to state school authorities. The author has had considerable experience in this field of work, as an attorney for the New York City board of education. He has lectured at New York University on the problems of state and local relationships.

The discussion takes up (a) the prehearing aspects of appeals, notices to appellants, conferences, etc.; (b) the formal adjudication of cases, including the hearings and their conduct, evidence and briefs, the record, investigations, etc.; (c) the posthearing aspects of appeals with special emphasis on opinions and decisions.

Further sections of the study take up such practical problems as forms, the legal character of proceedings, the legal informalities, etc. The entire matter is one with which school executives, especially in larger communities, should be fully familiar.

Bureau of Textbooks and Building Survey of the Chicago Board of Education

Prepared under the direction of Don C. Rogers, district superintendent in charge of textbooks and building survey. Published by the board of education, Chicago, Ill.

This pamphlet discusses the educational phases of these two responsibilities as managed by the board of education. It discusses buildings and sites, textbook administration, and high school libraries.

Crayons, Chalks, and Modeling Clays for School Use

Prepared under the direction of Edwin W. Ely, Lyman J. Briggs, and Jesse H. Jones. Paper, 14 pages. Price, 5 cents. Issued by the National Bureau of Standards, U. S. Department of Commerce, Washington, D. C.

Contains the simplified practice recommendations R192-42 covering types, sizes, and packaging of crayons, chalks, etc.

Proceedings of the Fifteenth Annual Convention

Report of the 1942 proceedings, California Association of Public School Business Officials, at Coronado. Paper, 83 pages. Published by the Association, L. L. Cunningham, secretary Los Angeles city schools, Los Angeles, Calif.

Inspected Gas, Oil, and Miscellaneous Appliances, June, 1942

Paper, 22 pages. Published by the Underwriters' Laboratories, Inc., 161 Sixth Ave., New York, N. Y.

A list of inspected appliances.

Inspected Fire Protection Equipment and Materials, June, 1942

Paper, 13 pages. Underwriters' Laboratories, Inc., 161 Sixth Ave., New York, N. Y.

A supplementary list of equipment and materials up to July, 1942.

Code of Recommended Practices for the Protection of Life, Property, and Production in Industry During the War

Paper, 47 pages. Bulletin No. 4263, of the Wisconsin Council of Defense, Milwaukee, Wis.

A code, issued by the Council of Defense, for the guidance of industry in this area. The bulletin takes up plant organization for emergencies, hazards to be guarded against, protection of buildings and properties, protection for blackouts and bomb raids, protection of records and drawings, and use of camouflage.

Annual Report of the Comptroller of the State of New York, 1942

By Joseph V. O'Leary. Paper, 24 pages. Published at the State Office Building, Albany, N. Y.

A condensed annual report on the finances of New York State, showing the various fiscal aspects of the state government. It includes a series of tables and charts showing the proportion of state revenue returned to localities for their own use and the purpose of these expenditures. Education is adequately presented.

Accident Facts, 1942 Edition

Paper, 112 pages. Price, 50 cents. The National Safety Council, Chicago, Ill.

This summary of the accident record of the United States for the year 1941 is particularly inclusive in the fields of industry and occupational accidents, motor vehicle and other traffic accidents, aviation accidents, and home, school, and farm accidents.

For the teacher of vocational subjects, social science, and health, the work is an invaluable reference. School executives, particularly on the business side, can make excellent use of the material for developing school-personnel policies and for developing that leadership in safety which every school system should practice.

The Care and Operation of a Lathe

Paper, 103 pages. Published by the Sheldon Machine Co., Inc., Chicago, Ill.

This book aims to enable the beginner to understand the modern metal-cutting lathe, its parts, and their functions. While not a shop kink or handbook, it contains the essential do's and don'ts and is complete in its tool-grinding charts.

After The Meeting

A TEACHER'S PRAYER

(author unknown)

I ask Thee for a sure and certain skill,
A patient and consecrated will,
I ask Thee for a white and perfect dream,
A vision of the deep and wide unseen;
Dear Lord, I need those things so much, so much,
A little child is plastic to my touch.
I ask Thee for a love that understands
When it should reach and when withdraw its hands,
A selflessness that flings the locked door wide
For youth to enter while I step aside;
Dear Lord, I need these things so much, so much,
A human soul lies plastic to my touch.

HUMOR FOR SPEECHMAKERS

That's Different

"Dad, what is a traitor in politics?"
"A traitor, my son, is a man who leaves our party and goes over to the other side."
"Well, then, what is a man who leaves his party and comes over to your side?"
"A convert, my boy, a convert."

Capital Answer

Andrew Carnegie was once asked which he considered the most important factor in industry — labor, capital, or brains.

Without hesitation Mr. Carnegie replied: "Which is the most important leg on a three-legged stool?"

Very Good Salesmanship!

The young salesman was looking very depressed on his second day in his new job.

"Come, come!" said the sales manager. "Don't look so down in the mouth. I know it's difficult at first, but you'll soon get on to it. When you've had a little more experience you'll get along."

"It isn't that," said the young man. "When I got home last night I practiced that sales talk on my wife and now I've got to buy her a new refrigerator!"

Asked the teacher: "What does the writer mean by 'the silent watches of the night'?"

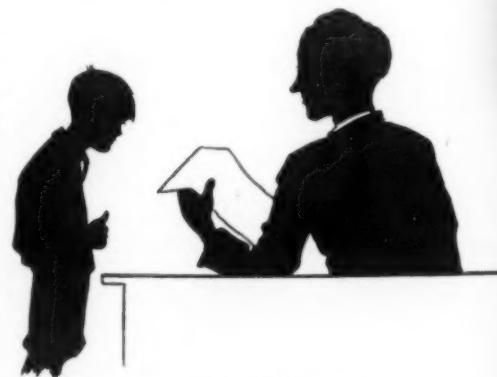
Replied the pupil: "Those they forget to wind."

Teacher: "There's only one honest boy in the class."

Brown (in an undertone): "That's me."

Teacher: "Did you speak, Brown?"

Brown: "No, sir."



Acknowledgment

The teacher had given his class a lesson on courtesy.

The following day, when examining the home lessons, his eyes lit up with pleasure when he found an all-correct paper.

"James," he called to the successful pupil. "I am greatly pleased with you. All your answers are correct, but why have you put quotation marks on all of them?"

"Out of courtesy to father, sir," came the reply.

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THE NEW NAVY "E"-with-star—
—is awarded that to Bausch & Lomb
—is official recognition of continued
accomplishment in Production for
Victory. It symbolizes a singleness of
purpose that justifies any sacrifice
you or we may be called upon to make.

Watch Out for Tricky Eyes

EYES LIKE THESE can slip undetected into key spots in U.S. war production. They can botch the output of the best machines... ruin tons of good material... introduce errors on desks and drafting boards... slow down whole plants, whole industries. Can, and do!

That's sabotage—not intentional, but sabotage just the same. The spirit is right but the eyes are traitors. Faulty eyes play tricks. They strain, tire, blur and jump out of focus. Then things go wrong. Nearly three-quarters of all Americans

have defects of vision. Only a minority of these have taken advantage of the professional eye care which, in this country, is the finest in the world. We have about 10,000,000 eye-faulty folks who are trying to squint and fumble their way through this war. Are you among that number?

Find out. Have your eyes looked at right away. And don't gamble on hurried, imperfect correction. Remember, you will never have another pair of eyes.

Go where you can be sure of the highly skilled, scientific services available in every

community. Get the careful examination, precise individual analysis and painstaking care that are the pride of the truly professional man. He will help you help your country to victory. Better Vision Institute, Inc., 630 Fifth Avenue, New York.



Vision for Victory

THE future of the world today depends on American industry's capacity to produce the implements of war. The Soldiers of Industrial Production must be welded into history's most efficient fighting organization before the spectre of aggression can be dispelled.

Because most skills depend on efficient functioning of the eyes, and because nearly one-third of the people of

the nation still have uncorrected faulty vision, a valuable public service is performed by calling attention of American workmen to the importance of proper care of their eyes.

Taking as its theme "Vision for Victory," an advertising campaign (one insertion of which is reproduced above) is now appearing in an extensive schedule of nationally-circulated magazines. The program is sponsored by the Better

Vision Institute, a non-profit service association, supported by the manufacturing, distributing and professional branches of ophthalmic science.

We also hasten Victory who make minds keener and hands surer through the improvement of human vision.

BAUSCH & LOMB
OPTICAL COMPANY • ESTABLISHED 1853



NOW... A SINGLE PRODUCT CLEANS WITH SAFETY EVERY TYPE OF FLOOR!

KEEPING clean various school floors is no longer the complicated job it used to be. Now, you can eliminate all special cleansers and do all cleaning with *one safe product*—Floor-San.

You can use Floor-San on rubber tile, asphalt tile, terrazzo, wood, linoleum or any other flooring and feel absolutely sure your floors will remain unharmed. What's more, you'll get a *thorough* cleaning job, for Floor-San has powerful de-

tergent properties which speedily remove dirt.

Floor-San Scrub Compound has received the approval of the Rubber Flooring Manufacturers Association. It is also endorsed by asphalt tile manufacturers. Such approval means that Floor-San is mild... won't discolor... won't run colors.

This is no time to experiment with special cleansers whose harmful ingredients can easily ruin expensive, irreplaceable flooring. Play safe. Use Floor-San and know that no matter where you use it, finest flooring is protected from harm. Write for complete information—*today!*

FLOOR-SAN

LIQUID SCRUB COMPOUND

THE HUNTINGTON LABORATORIES INC
DENVER HUNTINGTON, INDIANA TOADGETO

PERSONAL NEWS

California: • WAYNE HAWKINS elected at Antioch, to succeed George Creary. • ALTON E. SCOTT, of Livermore, elected at Mountain View, to succeed C. D. Gibson. • E. E. CROOK elected assistant superintendent at Watsonville. • ANDREW P. HILL, of Santa Maria, elected assistant superintendent at Stockton.

Illinois: • N. M. HARLAN elected at Sheffield. • EDMUND BLAIR elected at Berwyn, to succeed Ivan C. Nichols. • ROOSEVELT BASLER, Tacoma, Wash., elected assistant superintendent at Joliet High School, Joliet. • JOHN L. KNIGHT, Kimmunity, elected at Coffeen, to succeed C. J. Myer. • ALBERT L. BIEHN elected superintendent of Community High School, Skokie. • R. J. ERICKSON, Collins, Iowa, elected at Colusa, to succeed Joseph Mason. • MONROE MELTON re-elected at Normal. • C. J. MYER, Coffeen, elected at Cowden. • DAVID ZOOK, Moweaqua, elected at Staunton, to succeed H. A. Curtis, who has gone to Knoxville.

Indiana: • M. A. MASSEY, Owensville, elected superintendent of Gibson County schools at Princeton. • RUSSEL RATLIFF, Bunker Hill, elected at Amboy. • HUBERT DICKSON, Amboy, elected at Bristol. • DAVIS ROYALTY, Petersburg, elected at Evansville. • ARCHIE R. CHADD elected at Anderson.

Iowa: • CLYDE E. THOMAS, Lincoln, Neb., elected superintendent at Sidney. • WAYNE MENTOR, Moorhead, elected at Sloan. • W. E. FAY, Barnes City, elected at Wyoming.

Kentucky: • MALCOLM R. RHOADS, Alexandria, elected at Southgate, to succeed Boyd Howard. • SUPT. J. L. FOUST, Owensboro, enters upon forty-first year. • BOYD HOWARD, Southgate, goes to Norwood, Ohio.

Michigan: • JAMES C. COVERT, Pontiac, goes to Waterford township, Waterford. • LAVERN NEIDLINGER, Cassopolis, elected at Vandalia. • HERMAN L. SHIBLER, Birmingham, elected at Highland Park. • DWIGHT B. IRELAND elected at Birmingham, to succeed Shibler. • LOYD H. LATCHAW, Lawrence, elected at Centerville. • HOLLIS MINER elected at Hudson, to succeed E. W. VanAken. • AXMER OLSEN, Homer, elected at Camden. • ROY SCHROEDER, Luther, elected at Remus.

Massachusetts: • JOHN McDEVITT, Malden, elected at Waltham, to succeed W. H. Slayton. • EDWIN A. NELSON elected at Brockton.

Nebraska: • T. R. McNICKLE elected at York, to succeed E. W. Wiltse.

New Jersey: • H. T. HOLLINGSWORTH elected at Bloomfield, to succeed E. S. Stover.

New Mexico: • W. J. ATHA, Las Vegas, elected at Gallup.

New York: • N. RUSSEL REDMAN, Ogdensburg, elected at Tupper Lake, to succeed Joseph Donavan.

Pennsylvania: • CHANDLER B. McMILLAN, Butler, elected at Bessemer.

Rhode Island: • RALPH D. McLEARY, Brookline, Mass., elected at Barrington, to succeed Carl H. Porter-Shirley. • W. R. HOLLOWAY has assumed the superintendency at Stockton, Ill. He succeeds H. P. Claus.

• IVOR J. ROBINSON, Boonville, Ind., has succeeded Ralph Meadows as principal of the Newburgh schools.

• GRANT W. DAHL, president of the school board of the Savannah township high school, Savannah, Ill., died in a Chicago hospital after a long illness.

• RAMON ORTEGA has been elected chairman of the school board of Valencia County, N. Mex.

• HARRY E. TYLER has been elected superintendent of the Santa Maria High School and Junior College at Santa Maria, Calif. He succeeds Andrew P. Hill, Jr., who has taken the position of assistant superintendent at Stockton.

• CHARLES BROWN, of Onkama, Mich., has taken over the superintendency at Prescott.

• WOODFIN HUTSON, of Boston, Ky., has taken the superintendency at Adairville.

• WALTER W. SCHUBERT, of Hicksville, Ohio, has accepted the superintendency at Kelley's Island.

• PAUL FERGUSON has been elected president of the school board at Chickasha, Okla.

• The board of education at Pueblo, Colo., has reorganized with GEORGE E. RICE as president, and DR. E. W. SPENCER as vice-president. CHARLES E. FLUTCHER, Jr., has been elected as the new member of the board.

• J. N. REGIER, formerly of Seward, Neb., has been appointed dean of the Junior College at San Luis Obispo, Calif., to succeed HENRY A. GROSS who has resigned.

• JOSEPH D. FACKENTHAL has been appointed a member of the New York City board of education, to succeed JAMES G. McDONALD, resigned.

• C. M. BRITTENHAM has been elected treasurer of the school board at Lamar, Mo.

• ALVIN JINDRA has been re-elected treasurer of the school board at Mishicot, Wis.

• DR. A. O. OLMSTED has been elected president of the school board at Green Bay, Wis.

• MARK HENDERSON has been elected secretary of the board of education at Joplin, Mo.

• The school board at Alton, Ill., has elected R. H. RICHARDS as president, H. F. HORSTMANN as secretary, and WALTER WOOD was named a new member of the board.

COMING CONVENTIONS

October 8-10. National Council on Schoolhouse Construction, at Cleveland, Ohio. Ray L. Hamon, Nashville, Tenn., secretary.

October 12-17. National League to Promote School Attendance, at Rochester, N. Y. William E. Lehr, Baltimore, Md., secretary.

October 21-23. North Dakota Education Association, at Fargo. M. E. McCurdy, Fargo, secretary.

October 21-24. New Mexico Education Association, at Albuquerque. R. J. Mullins, Santa Fe, secretary.

October 22-23. Indiana Teachers' Association, at Indianapolis. Robert H. Wyatt, Indianapolis, secretary.

October 22-24. Colorado Education Association, at Denver. W. B. Mooney, Denver, secretary.

October 24-25. Maryland Teachers' Association, at Baltimore. Walter H. Davis, Harve de Grace, secretary.

October 25-27. New York State School Board Association, at Syracuse. W. A. Clifford, Mt. Vernon, secretary.

October 28-30. Nebraska Teachers' Association (Dist. No. 4), at Lincoln. Mrs. Martha Watson Green, Lincoln, secretary.

October 29-30. Maine Teachers' Association, at Lewiston. Dr. Richard B. Kennan, Augusta, secretary.

October 29-30. Kentucky Association of Colleges and Secondary Schools, at Lexington. Dean Paul P. Boyd, Lexington, secretary.

October 29-31. Michigan Education Association (region 1), at Detroit. Albert J. Phillips, Lansing, secretary.

October 29-31. Minnesota Education Association, at Minneapolis. Walter E. Englund, St. Paul, secretary.

October 30. Connecticut Teachers' Association, at New Haven. S. R. O. Meara, Hartford, secretary.

November 4-6. Annual Southern Conference on Audio-Visual Education, at Atlanta, Ga. Walter S. Bell, Atlanta, Ga., secretary.

November 5-7. Arizona Education Council, at Phoenix. N. D. Fulliam, Phoenix, secretary.

November 5-7. Iowa Teachers' Association, at Des Moines. Agnes Samuelson, Des Moines, secretary.

November 5-7. Wisconsin Education Association, at Milwaukee. O. H. Plenzki, Madison, secretary.

November 5-7. Wisconsin Association of Secondary School Principals, at Milwaukee. James Luther, Antigo, secretary.

November 6-7. Kansas Teachers' Association, at Topeka. C. O. Wright, Topeka, secretary.

November 26-28. National Council for the Social Studies, in New York City. Wilbur F. Murra, Washington, D. C., executive secretary.

WORK OF THE SCHOOLS IN RELATION TO THE WAR

A valuable statement suggesting practical attitudes and undertakings for the current school year has been issued by a committee headed by Dr. David A. Weglein, superintendent of schools of Baltimore, Md., and including representatives of professional teachers' organizations. This statement was presented to the National Institute on Education and the War, sponsored by the U. S. Office of Education. The statement in part reads: "It has become increasingly evident that the present world conflict has reached such proportions and such a stage that every force at the command of the people of the United States must be thrown into the war, at the earliest possible moment. The time of victory will be reduced in proportion to the extent to which we fully utilize these forces.

"Education must make its special and particular contribution to the struggle. Fighting with learning is the slogan of victory. To this end certain of the educational leadership of the United States has been assembled in Washington by the United States Office of Education to consider the contribution of the schools to the war effort.

"Because of the close relationship existing between the schools and the home, special consideration has been given to the place of elementary and secondary education as it serves in both the rural and urban areas of the nation.

"During the four days, conclusive evidence has been submitted by the armed forces of the United States and those associated with them that not a moment should be lost in the full use of the power of the nation to the war effort. Never was there a time when educational workers faced heavier responsibilities for adjusting the school program to a great national need. Never was there a time when these workers might take greater pride in the significance of their work, never a better opportunity to serve children, young people, and the nation.

"The urgency of the situation requires that important adjustments be made in the programs of the elementary and high schools *immediately*. There is not time to be overly strict in definitions regarding the functions of education. Materials are always available showing how modifications may be made. For the high schools there is strong evidence that college admission authorities will be eager to modify college entrance requirements to meet the new need as brought to their attention by the leaders of the secondary schools.

"It is the belief of this committee that modification of school programs should provide opportunity for curricular, extracurricular, health service and community service programs in order that the student body may prepare itself to meet the demands of the armed forces, industry, and community service."

The group recommended that the curricular programs provide for:

"a) Courses in arithmetic, algebra, geometry, general mathematics, and in some cases trigonometry where many of the problems will be drawn from the field of aviation, navigation, mechanized warfare, and industry.

"b) Courses in industrial arts related to war needs and with special application to the operation of tools.

"c) Courses in auto mechanics often in co-operation with local garages and farmers with particular emphasis on the repair and operation of trucks, tractors, and automobiles.

"d) More practical courses in cooking and sewing designed to assist home living.

"e) Courses in physics particularly stressing the characteristics of mechanics, heat, radio, photography, and electricity.

"f) Teaching units giving increased emphasis on health in both the elementary and high schools.

"g) Revised social study courses to give a knowledge of war aims and issues as well as actual experience in community undertakings.

"h) One or more units of study dealing with an understanding of the armed forces to provide general understanding and lessen the time required for induction.

"i) Unit preflight courses as outlined by the armed forces in the larger schools.

Noise Quieting

Costs less than you may think!

Hush noise from the 4 main
school NOISE CENTERS*
with J-M Acoustical Materials

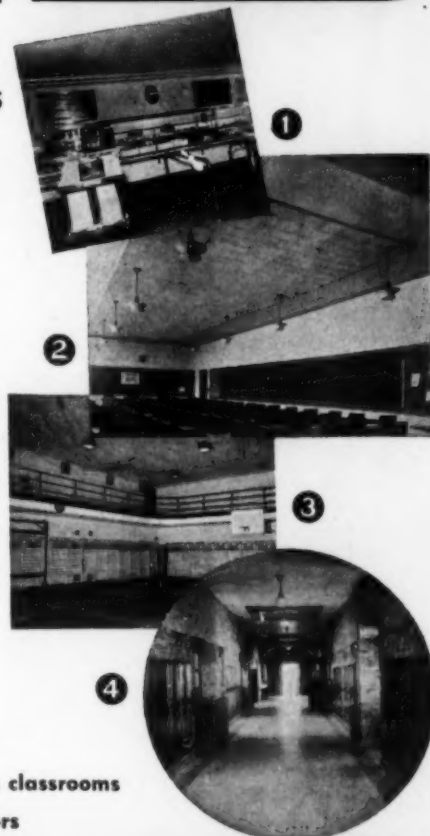
NERVE-WRACKING NOISE can actually be eliminated—at a cost within even the smallest budget!

An easy, inexpensive way to provide correct sound control is to treat such noise centers *one by one*—as your budget permits—with J-M Acoustical Materials.

These attractive, fireproof materials soak up irritating noise *at its source*—reducing it to an undisturbing level. J-M Acoustical Materials harmonize with any decorative treatment . . . they can be applied in new or existing buildings . . . and they require little maintenance.

For details, write for brochure AC-26A.
Johns-Manville, 22 East 40th Street, New York, N. Y.

- * ① Cafeterias ② Certain classrooms
③ Gymnasiums ④ Corridors



JOHNS-MANVILLE



Pioneers in SOUND CONTROL

"j) Instruction that will give an appreciation of the implications of the global concept of the present war and postwar living."

The committee further recommended that the extracurricular programs provide for:

"a) Better school lunches, providing proper nutrition.

"b) Student assembly programs, giving children an appreciation of their part in the development of the United States.

"c) The contribution of children's organizations such as the scouts, 4-H clubs, and the Junior Red Cross.

"d) Active participation on the part of student councils in training children for the American Way of Life."

Health services were recommended to increase the bodily vigor of children and to remove possible deficiencies.

Seven types of community service programs were recommended, including (a) salvage drives, home gardening, and other community undertakings; (b) cooperation with local agencies for

lessening juvenile delinquencies; (c) publicity informing parents of the service of the schools to youth; (d) developing security by teachers in our ideals; (e) cooperating with existing agencies of defense; (f) improving consumer buying; (g) improving local library facilities.

Guidance facilities to help children find occupations valuable for the war and after the war were recommended. The committee concluded as follows:

"The teachers of the United States are faced with heavy responsibilities in directing the schools part in the promotion of the war as brought out in a statement by President Roosevelt to the Conference when he said that:

"Our schools, public and private, have always been molds in which we cast the kind of life we wanted. Today, what we all want is victory, and beyond victory a world in which free men may fulfill their aspirations. So we turn again to our educators and ask them to help us mold men and women who can fight through to victory. We ask that every schoolhouse become a service



Automatic contributes to the war effort

HELP CONSERVE STEEL!

Ammunition — vital to our armies — is being produced by Automatic in ever-increasing quantities.

Output of Automatic Sharpeners continues . . . but is of course reduced . . . for Uncle Sam's first needs must come first!

You are urged to keep YOUR pres-

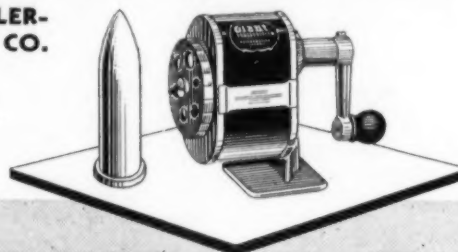
ent Sharpeners oiled and clean! A single drop of oil on bearings and gears helps stop wear. Do this frequently. Keep the shavings receptacle empty to avoid clogging of working parts.

Many small economies can win the war! Help teach your students to do THEIR share!

AUTOMATIC PENCIL SHARPENER CO.

**DIV. of SPENGLER-
LOOMIS MFG. CO.**

CHICAGO, ILL.



center for the home front. And we pray that our young people will learn in the schools and in the colleges the wisdom and forbearance and patience needed by men and women of good will who seek to bring to this earth a lasting peace."

WORLD CONDITIONS DEMAND NEW TEACHING METHODS

Changing world conditions will inevitably affect teaching methods in the schools, in the opinion of the Association of First Assistants, of New York City, which has approved a report on world condition problems submitted by the Committee on Practical Democracy.

The committee, headed by Lucian Lamm, of the Bronx High School of Science, has submitted a report which concludes with the observation that changing world conditions demand corresponding changes in educational method. Among the principles which the committee believes must be observed if the concepts of democracy are to be practiced in the schools are:

Education based upon moral principle and personal integrity.

Willingness to undergo sacrifices for the perpetuation of the democratic ideal.

Assumption and sharing of responsibilities.

Cultivation of group loyalties, a sense of partnership, social literacy, social mindedness.

Recognition of the worth and dignity of the individual, accompanied by less stress on mass education.

Greater opportunity to pupils for democratic living, for exercise of initiative, participation and responsibility, under intelligent direction.

Expansion of guidance services, of attention to deviates, of the concept of the co-curriculum.

Recognition of the inter-relations and the unity of the subject matter through meaningful integrations and correlations.

Democratization of the philosophies and practices of administration and supervision, accompanied by greater teacher participation in educational policy.

Adherence to the merit system in the selection and promotion of personnel.

Avoidance of censorship and of suppression of dissident opinion.

PRINCETON OBJECTIVES FOR THE SCHOOL YEAR 1942-43

Supt. George O. Smith, of Princeton, Ill., in his annual report, has set forth 10 important objectives for the school year 1942-43. Some of these were among the objectives of last year but further improvements will be effected during the present school year.

1. There must be further progress in the principles of education, including all emergent functions.

2. There must be further development of the American Way of Living in actual school life.

3. Further improvement of the health and physical-education program will be effected, including preventative and remedial measures.

4. Further improvement will be effected in the teaching of reading, with special attention to the work-type oral reading, word study, and functional reading.

5. There will be a further extension and use of modern techniques in the instruction of exceptional children.

6. Pupils will be taught how to study and how to avoid waste of school time.

7. The arithmetic instruction will be improved so that better teaching of the subject may be effected within the time allowed.

8. Further improvement in handwriting, particularly in grades four to eight, will be effected.

9. The rental service for basal books in grades one to five will be extended.

10. Additional monographs setting forth curricular and other matters will be issued from time to time.

NEW STATE BUS REGULATIONS

The federal Office of Defense Transportation has approved new school bus regulations, prepared by the National Council of Chief State School Officers.

Specific recommendations which schools must adopt to meet the new "yardstick" requirements are:

1. Transportation should not be provided for pupils who have less than two miles to walk.

2. Transportation should not be provided for pupils who live in areas served by public carrier routes.

3. Use of school buses limited to carrying pupils to and from school.

4. Staggering of hours of opening and closing of schools so that buses could serve for more than one trip.

5. Permission for pupils to stand in buses where safety is not endangered.

6. Reduction of the number of stops to a minimum.

The regulations have been put into effect in practically all states by direction of the state departments.

SMALLTOWN COMEBACK

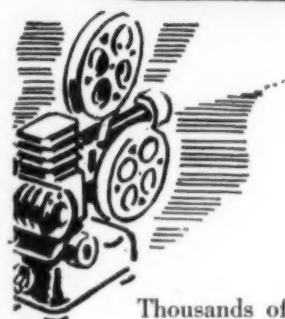
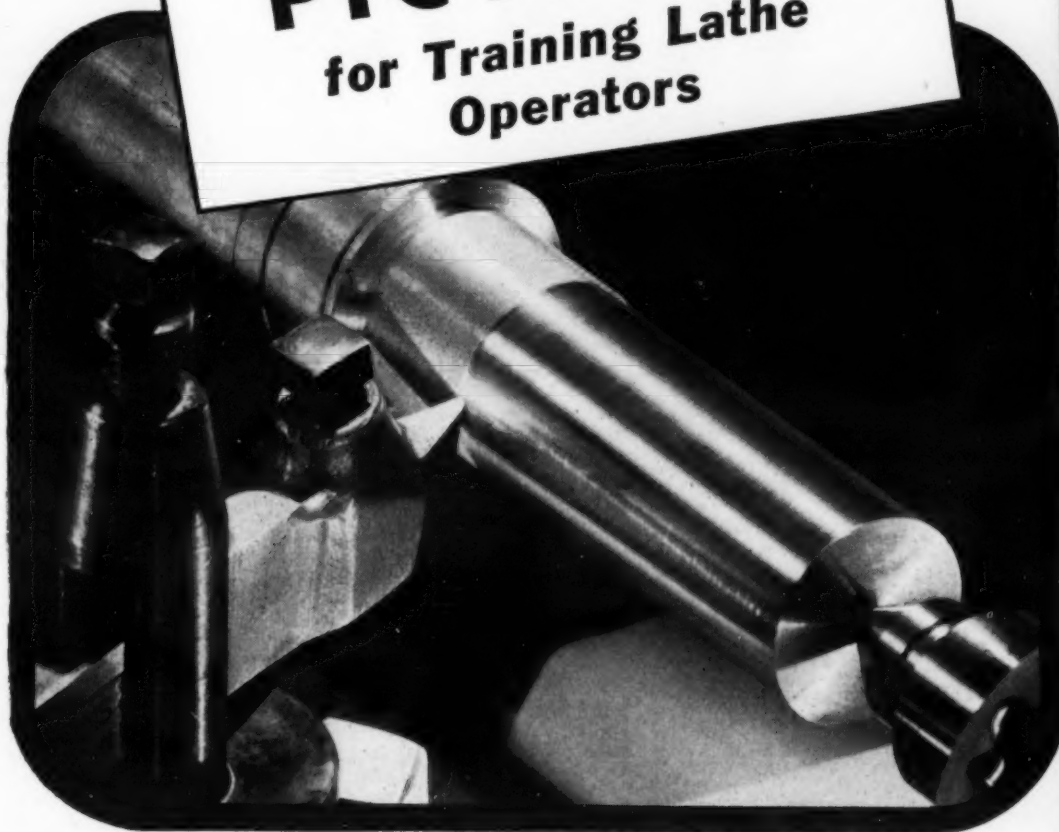
Harvey Jacobs describes, in the Rotarian for July, the rebuilding economically, socially, and civically of Smalltown, a community ruined in the twenties and early thirties by Big City and a combination of small but, in their effect, important causes. Suggestive for school authorities is the contribution of an annex to the school building:

"Of utmost interest is the annex to the high school building. If one asked high school students what it was, they would probably answer, 'That's our new gym.' But it's more than that. 'The complete story is told in the words above the entrance: 'Community Building.'"

"After long negotiations and wishful planning the community center is today a reality. During the summer months, along the roped-off streets the women and children intently watch the open-air movie. During the winter, however, there are comfortable chairs from which everyone can watch the movie or play or concert or game in the new 'community building.' This recreation center is now available to the Rotary-sponsored Boy Scout troop, the 4-H and Future Farmer groups, rural-urban meetings, and church clubs."

MOTION PICTURES

for Training Lathe Operators



Speed up defense training and get your shop classes off to a good start by using the South Bend "How to Run A Lathe" motion pictures. These interesting films demonstrate the best shop practice and methods in elementary lathe operation. They show what a lathe is for, how it operates, the principal lathe operations, and the application of these operations on a representative job.

Thousands of enthusiastic reports attest to the educational value of these pictures. In many school shops they have become a "must" for every new class. They supplement instructional work, reduce personal supervision, and eliminate errors through an effective presentation of lathe operation. Showing time for both films is approximately 40 minutes. Send the coupon for information on securing these films for your classes on a free loan basis.

SOUTH BEND LATHE WORKS, DEPT. 990, SOUTH BEND, INDIANA

Please send information on the "How to Run a Lathe" films, also send application blank. We are interested in borrowing them for our defense training classes.

School _____

Address _____

City and State _____

By _____



SOUTH BEND LATHE WORKS

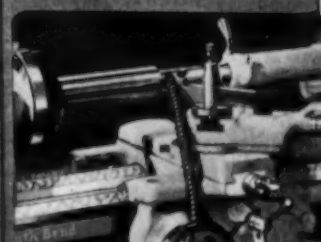
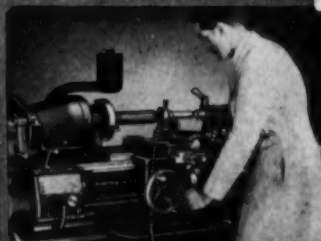
Dept. 990 South Bend, Indiana

LATHE BUILDERS FOR 35 YEARS

How To Run a LATHE Film Series

Based on the Book of the same title

Two 16 mm sound films in full color available on a free loan basis.





Treasurer of School Board: "The loss of the State Tax on items such as automobiles, gasoline, etc., is going to seriously affect our School budget. The cost of the war effort is being partially met by the diversion of some County and State Taxes into Federal channels. There's but one answer — economize on maintenance."

President: "How do you propose to do that?"

Treasurer: "By buying quality materials — Cleaners that are non-injurious and faster-acting, Floor Seals and Gym Finishes that will last longer, an easily applied Floor Wax that can 'take it' and a Hand Soap for our dispensers that can be heavily diluted yet retain good cleansing properties."

Board Member: "Don't forget a safe, effective disinfectant and germicide, John."

Treasurer: "That's right, Doctor, health maintenance is highly important in these times."

Other Board Member: "What you've outlined, John, makes sense. My personal experiences have taught me that I've paid far more in the end for a cheap product than one of quality."

Board Member: "Seems as though it is time to call in a **Midland Maintenance Man**. I don't know where else we can get quality in all of those products. Besides, his technical advice on the subject would be of great help to the Custodians."

* * * *

Moral: In these days of substitutions insist on quality not only because it is more economical in the long run but because you can't afford to jeopardize your now irreplaceable building and equipment with untried inferiors.

MIDLAND CHEMICAL LABORATORIES

INCORPORATED

Dubuque, Iowa, U. S. A.

WAR PROBLEMS IN SCHOOL FLOOR MAINTENANCE

(Concluded from page 46)

maintain efficiency, the real key to victory, but we need machine guns, tanks, bombers, and destroyers more, and there is not metal and rubber enough for all. Therefore, our job on the home front is to conserve and preserve, in the name of efficiency, those things we already have—to fight a good fight in the war against waste.

And in combating waste we must recognize it in all of its many forms. The abuse or neglect of equipment is a very obvious form of waste. Equipment deteriorates so rapidly that the deterioration can be seen in action. This is a fact with which the automobile has familiarized us.

In the matter of floor maintenance, therefore, the floor machine is simply the most

conspicuous item to conserve. The floors, themselves, do not show the effects of abuse and neglect so readily, but their slower and almost unseen disintegration is just as certain and of infinitely greater significance. The floor machine is important, but the floor it maintains is much more so.

Good Floor Care Essential

As in the case of floor machines, there was never a time when floor neglect or misuse was not deplorable, but today it is next to fatal. Very few types of floors can be replaced today. Tomorrow, perhaps, none of them. You can worry along without a floor machine, but you must have a floor. Therefore, you must protect the floor you already have with a diligence never before so necessary.

There is an old axiom that "oil is cheaper than machinery," an argument for liberal

lubrication. The same idea prevails in the treatment of floors. Use more floor finishes and better ones. Floor finishes are preservatives and if ever cheap preservatives were expensive it is now, when the things they are used to preserve cannot be replaced.

In the large, ultramodern, windowless factory of the Simonds Saw Co. of Fitchburg, Mass., the asphalt-tile floors of the 14 rest rooms are scrubbed and waxed twice a day, using the highest-priced floor wax on the market. Now operating upon war production 24 hours a day, 7 days a week, this efficient concern has no time to replace floors, even though its high priority rating would make the new floors readily available. The cost of maintaining is inconsequential beside the loss of time and space during a floor replacement. They take no chances. They make sure that their floors will outlast the war.

In choosing floor wax, seals, etc., for school floors, consider the fact that good products cannot be made cheaply, especially today when the proper type of raw materials are scarce or their use restricted.

No first-class self-polishing floor wax can be made except from 100 per cent high-grade carnauba wax. However, carnauba wax comes only from South America and lack of shipping facilities has curtailed its importation. A few of the larger manufacturers anticipated this situation and are sufficiently well stocked to avoid substitutions for some time to come. But they cannot sell you genuine carnauba wax products at a bargain, so your first line of defense is to beware of bargains.

Buy floor wax from a firm in which you have full confidence, and buy the best they can supply. Then use it often and liberally enough to give your floors ample and continuous protection. You can extend the life of your tires by driving less, but you can't reduce the traffic on your floors, and it is far more economical and a much sounder policy to wear away wax than floor surface. Wax in some form, and any wax is better than no wax, will always be available, but the floor surface, if damaged, may be gone for the duration. And this statement applies to wooden floors as well as others, for lumber is now on the restricted list.

Floor seals, and especially seals for the gymnasium, present even a greater problem for the school than waxes. Only a good seal serves any purpose on a gymnasium floor. A poor one is worse than none at all. Since waxes cannot be used successfully on a gymnasium floor and since the supply of dependable seals will be eventually exhausted, the only recourse is to make use of the available good seals now. See that the gymnasium floor is well finished and in the future take all possible precautions to protect it from needless wear and tear.

The larger manufacturers, at least some of them, still have a supply of genuine tung oil and phenolic seal, the only type which has proven successful on gymnasiums. Tung oil came from China, now cut off by the war, and the phenolics are being converted to war uses. It is unlikely that floor seal made from these two materials will be available next summer. There is always a chance, of course, that somebody will come along with a suitable substitute, but this has not happened to date. Like synthetic rubber it is something to hope for but something unsafe to depend upon.

Out of the war is sure to come a little good, if only the lessons we learn in conservation, preservation, and deliberation.

9 New Project Books for the *School Shop*

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These new Delta project books are organized the way you like them—for your convenience—with each book devoted to a specific type of project. No longer need you hunt through dozens of books for the exact design you want. Here they are—kindred material in each book—carefully selected from past issues of the Delta-gram and explicitly described. Each project has been shop-tested. Photographs and working drawings give all needed information. All together, this new series forms a complete library of hundreds of excellent school shop projects—at a very nominal cost. They have been prepared by Delta to help stimulate interest in creative craftsmanship. You can send for any or all of these books with the understanding that if they do not fully meet your expectations, they can be returned for credit.

21 Lovely Lamps —popular, pleasing designs for lamps of all kinds. Shows how to wire and connect. Many modern designs.....10c	small but highly profitable sideline business.....10c
19 Charming Chairs —simplified, easily followed instructions, clear photographs show how to make chairs of all kinds.....15c	Furniture Designs —Desks, beds, wardrobes larger pieces of fine furniture. Many original designs are contained in this book.....25c
One Evening Projects —a collection of dandy novelties—easy to build projects that “look like a million” but take a minimum of time to build.....10c	Novelties —An assortment of all kinds of small interesting useful things the beginner can make. Parents are usually delighted with the things in this book.....25c
Garden Furniture and Novelties —here you have the latest designs, all in one convenient book at one-tenth the price usually charged for this number of plans.....10c	40 Fine Tables —Tables are always the finest projects for the shop. Here you have a collection of the best in design and construction.....25c
Toys, Games, Playground Equipment —Ideas and designs that have started many men on a	Small Furniture Designs —Footstools, magazine racks, sewing cabinets, mirror frames are but a few of the better pieces shown in this new book.....20c

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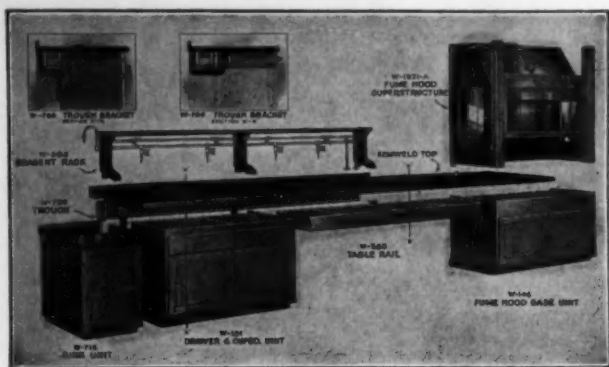
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It is understood that I can return any or all of these books for full credit after inspecting them.

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Address.....

City.....State.....



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It's usually possible to increase the student capacity of most school rooms by using a more practical arrangement of present seating, supplemented by a few movable steel desks or by using folding chairs with tables. Perhaps your school rooms need such an inexpensive revision to increase their flexibility and student capacity.



Movable Steel Desk
No. 260



No. 70

The Peabody representative will gladly cooperate in helping you solve your war time seating problems. He can secure proper repairs for old seating, help in reconditioning and refinishing desks, advise you on advantages rearrangements can bring and help you get the few extra new seats you must have. Write us today for the Peabody representative's name and address.

PEABODY SEATING CO.
Box 1 No. Manchester, Ind.

A STREAMLINED EXPERIMENTAL SWITCHBOARD FOR HIGH SCHOOL PHYSICS LABORATORIES

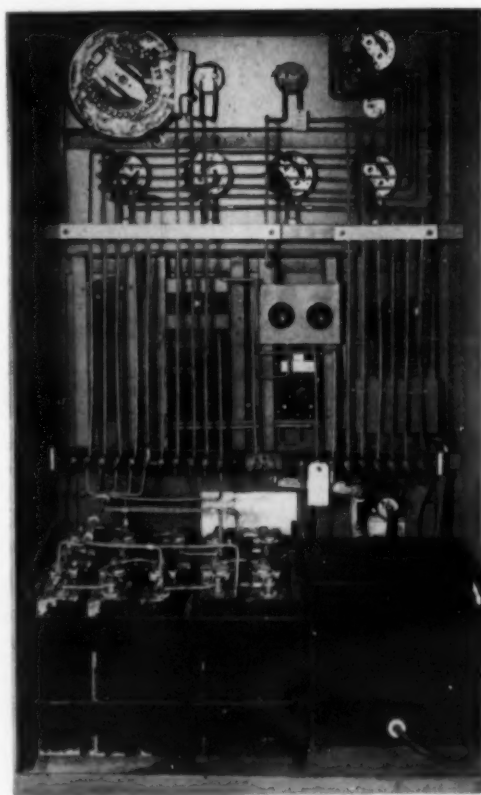
(Concluded from page 38)

Switchboard equipment includes:

- One direct current ammeter.
- One direct current voltmeter.
- One motor-generator set ($\frac{1}{2}$ horsepower), with field rheostat, to generate direct current having an approximate range of 30 to 125 volts. Capacity is 1.2 amperes at 125 volts.
- Five voltage selector dial switches for direct current circuits. One is connected with the instructor's demonstration table, and each of the other four is connected with a group of students' laboratory tables. Available voltages are 2.4, 4.8, 7.2, 9.6, and 12.0.
- One Edison storage battery, 10 cells, connected in series with taps to the dial switches.
- One dry plate battery charger, with necessary control switches and pilot light.
- One fuse panel for six 115-volt alternating current circuits to instructor's demonstration table and to students' laboratory tables.

The top section of the switchboard contains controls for circuits to the instructor's demonstration table, including the dial switch for low-voltage direct current, the field rheostat for the generator, and the ammeter and voltmeter which are connected into the direct-current circuit from the generator. The second section contains the selector dial switches, with fuses, for the students' tables; and the third section contains the general controls. All controls are mounted on the face of the switchboard and are clearly labeled.

This switchboard is approximately 30 in. wide, 64½ in. high, and 20 in. deep. It may



A back view of the panel with the enclosing wire screen removed. This side of the panel permits the direct study of various important electrical instruments.

be placed in the wall between the laboratory and the supply room, or it may be installed as free standing equipment. In either case the rear of the board is enclosed in wire mesh so that individual items of equipment and the wiring system may be studied. A wiring diagram is available for student use. The illustration showing the rear of the board does not include the motor-generator set which is located below the battery shelf.

A number of these switchboards have been installed in the various senior high schools of Los Angeles, and have proven very satisfactory. The switchboard can be built for approximately \$450.

PUBLIC SCHOOL BUSINESS OFFICIALS WILL HOLD WAR CONVENTION

The officers of the National Association of Public School Business Officials have completed the plans for the annual convention, to be held in Cleveland, Ohio, from October 5 to 8.

On Monday morning Maury Maverick, of the WPB will talk on "The All Out War Effort." On Tuesday Leon Henderson will give a talk on "OPA Administration Policies and Objectives," and Homer Anderson will discuss "Educational Leadership in the Emergency."

On Wednesday afternoon Dr. T. C. Holy, of Columbus, Ohio, will discuss "Problems of Finance and Revenue"; and John W. Lewis, Baltimore, Md., will talk on "Long-Range Effects of the Emergency Adjustments."

Seven sectional meetings on priorities, protection of children and school property, purchasing, finance and accounting, operation, maintenance, and transportation have been arranged.

Mr. James F. Brown, director of schools, Cleveland, Ohio, is local chairman.

Holmes PROJECTORS

are filling
a need!

In the present emergency it is not possible to supply new Holmes Projectors for civilian use, owing to the fact that the U. S. Government requires our entire output.

We regret that we are unable to serve our many customers and dealers in the usual manner at this time, but will endeavor to take care of any requests for necessary supplies to keep existing Holmes machines in first-class running order.

HOLMES PROJECTOR COMPANY

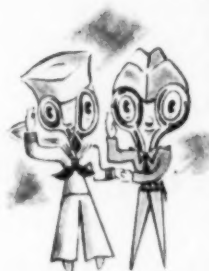
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While serving our Government to maximum capacity, Acme Shear Company is likewise endeavoring to cooperate in our national educational program.

So again we urge that you secure and forward the best preference rating to which you are entitled.



THE ACME SHEAR COMPANY
BRIDGEPORT CONNECTICUT

"America's Largest Makers of Shears and Scissors"

School Administration News

COOPERATING IN THE WAR EFFORT

The public schools of Caldwell, Idaho, are co-operating in every way with the Federal Government in the war effort. The several school buildings have been completely organized for the purchase of war savings stamps and bonds. Beginning with the new school year, mathematics, physics, and physical education are being stressed thoroughly. New courses in preaviation training have been added to the high school course, physical education is a required course for two years, and general shopwork has been enlarged in scope. The home-economics department has been re-organized in close harmony with local, state, and federal agencies. Boy Scouts, girl reserves, and other pupil organizations are trained and co-operating fully in reclaiming waste material and in carrying on the war activities.

GLENCOE RESPONDS TO THE COUNTRY'S CALL FOR SERVICE

The citizens, young and old, of Glencoe, Ill., have responded to the country's call for service. Within the short space of six months a program of civilian defense activities has been organized and put in operation with enthusiasm and efficiency. Under the direction of the Glencoe board of education, nearly 700 persons have completed first-aid courses. Approximately 200 persons have completed the general survey course for volunteer workers and 300 citizens have completed the gas defense course.

It has been deemed important that the citizens have opportunities to participate in activities that will maintain morale, build physical fitness, and engender mental and emotional health. To this end the board of education of Glencoe, in cooperation with the local civilian defense council,

has planned an extension of the total training program.

Although a few courses were maintained during the summer months, a number of new courses were arranged, to begin with the middle of September. The courses outlined are: (1) civilian defense general course, (2) gas defense course, (3) fire defense, (4) first aid, (5) physical conditioning classes for men and women, (6) recreational activities, (7) arts and crafts, (8) choral and instrumental music, (9) forum discussion, (10) children's literature, (11) typewriting, (12) Spanish, (13) guidance of children in wartime, and (14) accounting.

SCHOOL SUBJECTS GEARED TO THE WAR EFFORT

Under a new program introduced in the New York City public schools, every subject in the curriculum, both elementary and high schools, has been geared to the war effort for the year 1942-43.

Under the program, the high schools have become practically armed service preparatory schools, so that when boys graduate at the age of 18, they may be able to take their places most efficiently with the armed services or in war-production enterprises. English, mathematics, science, history, and other subjects are being emphasized.

In view of the advance of air power, the largest single endeavor is to make all of the children air-minded, but at the same time to make the older boys ship, gun, and tank minded. Problems in mathematics, physics, chemistry, and other sciences are being related to aviation, navigation, mechanized warfare, chemical warfare, and war production.

Geography, taught in a global sense, is being related to the needs of men in the air service, the Army, Navy, and the Merchant Marine.

Physical training for older boys stresses the development of muscular strength, alertness, and stamina along the same lines that the marines are trained.

Under the program, preflight courses in aeronautics are being offered to older boys in the

senior high schools. For those boys facing early induction into the Army, there are preinduction courses offering students an understanding of the duties and functions of the various branches and a knowledge of what is required of new recruits.

In the vocational high schools, courses for boys, including aviation, mechanics, auto mechanics, maritime trades, machine-shop work, sheet-metal work, foundry work, radio mechanics, and electrical maintenance are being offered. Courses for girls in nursing, first aid, nutrition, and sewing are being offered in the same manner.

NEW ACTIVITIES IN GALENA, ILLINOIS

In Galena, Ill., it is planned to continue the model plane building work as a part of the general shop classes in the schools. During the school year 1942-43 a course in preflight aviation training will be offered to boys of the senior high school class. Twenty-five students have been enrolled for this class. The Red Cross first-aid course will be required for all graduates, beginning with the present school year.

During the school year, physical education instruction will be vitalized with some military drill for the junior and senior high school classes. Some conditioning work will be offered for the other classes.

SCHOOL ADMINISTRATION

♦ Kalamazoo, Mich. In line with a campaign to eliminate peak loads on buses and to spread the load over a longer period of time, the school board has ordered a change in the hours at the Central High School. The opening hour during the next school year will be a half hour later than formerly, with the warning bell sounding at 8:50, and the session-room period opening at 8:55 a.m.

Lunch hours under the new schedule will come at 12:05 to 12:40, and 1:05 to 1:40. The eighth hour will end at 4:25 in the afternoon. New students, to whom no session rooms have been assigned, must report to the auditorium at 9:30 a.m.



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MER-KIL PC 15

- SAFE to handle
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- STABLE solution
- READILY AVAILABLE

MER-KIL PC 15 offers BETTER control of athlete's foot because a 1% solution kills the fungi in one minute—yet is non-toxic and non-irritating to healthy tissue. MER-KIL PC 15 is an advance step in the combination of mercury and iodine in a water soluble solution—nothing else like it on the market. It is readily available.

LOW COST . . . 1 gallon makes 100 gallons of working solution at an approximate cost of 3c a gallon!

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THE ILLINOIS LOCK CO.
CHICAGO, ILLINOIS

A VISUAL APPROACH TO POSTURE IMPROVEMENT

(Concluded from page 16)

backed up by any necessary nutritional or medical attention, the results are most gratifying.

When these students leave our school and go into high school, their pictures are sent with them and this corrective work is continued wherever it is found necessary. The silhouettograph gives the objective evidence of need and, in the great majority of cases, tells a gratifying story of posture improvement.

A SOUND PROGRAM FOR HIGH SCHOOLS

(Concluded from page 28)

During American Education Week, a dramatization, "And the Stars Heard," produced by Greencastle pupils for two local clubs, was recorded. An effort is being made to secure recordings of all performances of Greencastle students, individuals, or groups, appearing on radio broadcasts.

The sound program is being conducted with the cooperation and assistance of Mr. Paul F. Boston, superintendent of schools of Greencastle.

PREVENTIVE READING INSTRUCTION

(Concluded from page 25)

A paucity of standardized indexes to personality development has resulted in some neglect of this important aspect of child development in the elementary school. It appears that the availability and use of standardized tests do direct attention to facets of child development. Good use has been made in some schools, however, of anecdotal records, informal inventories and other informal techniques. Significant progress is being made in this area.

Summary

Our situation with respect to preventive reading instruction is a hopeful one indeed. Reports are coming from the largest school systems and from the smallest in our land to the effect that substantial progress is recorded. Differences no longer are a subject of sheer academic discussion. Practices are being evaluated in terms of the facts in a given classroom. Remedial instruction is taking second place to preventive instruction.

Regimentation is one of the several basic causes of language deficiencies with which educators are being concerned. Perhaps the world dictators can achieve temporary military successes through regimentation. Educators, too, find that regimentation of a kind is essential for fire drills and air raids, but in the peace of a learning situation differentiation rather than regimentation is imperative.

MAKING FORUMS FUNCTION

(Concluded from page 30)

month that large numbers from the community are within the four walls of the schoolroom. It need not be jazzed up *a la Hollywood*, but it should be excellent, interesting, complete, and educational.

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Architect for Rockford Board of Education 1921-1940

Designed School Buildings costing
\$3,500,000 in 1939-1940

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Illinois

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BLOOMINGTON, ILLINOIS

SCHOOL BOARD NEWS

♦ Springfield, Ill. Beginning with the new school year in September, the annual promotion system has been put in operation. The plan is to become effective as the first grade entering in September is promoted from grade to grade. Under the plan, the kindergarten period will be one year instead of one semester, as in the past.

♦ Harry L. Stearns, superintendent of schools at Woodbury, N. J., has recommended to the board of education a new policy concerning the admission of children to preprimary classes.

As a result of the recommendations, the board has determined that the present chronological ages for admission will remain effective. These require that a child be five years of age prior to the succeeding January, to gain admission to the kindergarten, and that a child must be six years of age prior to the succeeding January to gain admission to the first grade in September.

Mr. Stearns urges that there be established an afternoon nursery school, to accommodate children who become 5 years of age after the first

of January and are eligible for admission to kindergarten the following September.

It is suggested that the services of a reading specialist be directed toward a careful study of preprimary and primary children.

A faculty should be established to develop an integrated preprimary and primary school program in which annual promotions and nonpromotions will be eliminated, and the entire school program treated as a unit.

A program should be introduced, designed to bring the parents of preprimary and primary children into closer understanding and closer contact with the school system.

♦ Kewanee, Ill. New courses in preflight aeronautics and Spanish have been introduced in the senior high school this year. The physical education program will devote a part of the time to instruction in safety and first aid. Classes in industrial arts and craftwork will be established for Junior Red Cross work. New classes are being planned for the unemployed as part of the refresher and pre-employment courses.

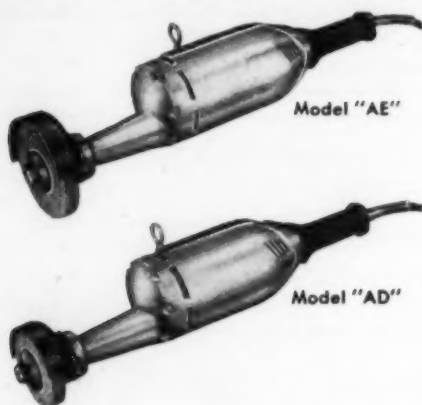
NEW SUPPLIES AND EQUIPMENT

Production, Service, and Sales News for School Buyers

TWO NEW PORTABLE GRINDERS

Model AD, 4-in., and Model AE, 5-in. portable grinders have just been added to the Skilsaw line of electric tools by Skilsaw, Inc., Chicago, Ill.

Both grinders are equipped with ball bearings mounted in steel inserts on the armature and extreme ends of wheel spindle to absorb the thrust, eliminate vibration, and insure cool operation. Commutator and switch are fully enclosed for protection against dust, and straight-line ventilation blows dirt away from operator. A universal motor assures efficiency under load. A rubber sleeve handle provides a cool, nonslip grip.



Skilsaw Portable Grinders.

Model AD is 22 in. long, weighs 15 lb. It operates at no-load speed of 4500 r.p.m., driving a grinding wheel 4 by $\frac{3}{4}$ by $\frac{1}{2}$ in. Model AE has a grinding wheel 5 by $\frac{3}{4}$ by $\frac{1}{2}$ in. and operates at 4200 r.p.m. It weighs 18 lb. and is 22 $\frac{1}{2}$ in. long.

Skilsaw, Inc., Chicago, Ill.

For brief reference use SBJ-1010.

CUTTING SCREW THREADS

"How to Cut Threads," a 21-page booklet covering the cutting of screw threads on back-gear screw-cutting lathes, has just been reprinted.

Contained in the booklet is complete information on the various types of lathe tools employed in cutting threads and explanations on the uses of center gauges, compound rests, cutting stops, dial indicators, taps, etc. Types of threads commonly used are fully described with formulas and diagrams of standard screw-thread forms. This booklet (Bulletin No. 36A) is priced at 10 cents a copy.

South Bend Lathe Works, Dept. K-7, South Bend, Ind.

For brief reference use SBJ-1012.

SYNCRETIZERS WITH NONMETALLIC CASINGS

To meet the demand for syncretizers or ventilating units, in the face of the restriction on the use of metals, John Nesbitt, Inc., have marked under the trade name, "Victory Line," two sizes of units with nonmetallic casings.

The Victory Units are manufactured in recessed and nonrecessed floor types only: Series 442 capacity of 750 to 1000 CFM and Series 462 capacity 1001 to 1560 CFM (all capacities based upon anemometer rating). The casings are made of plywood, with facing of masonite, which when finished with Ken Art Metal finishes, presents an exterior not unlike that of steel.

John Nesbitt, Inc., Holmesburg, Philadelphia, Pa.

For brief reference use SBJ-1013.

WOOD FOLDING TABLES

An all-wood folding table designed to meet the demand for folding tables, formerly made of metals, has been placed on the market.

The tables have 1 $\frac{1}{2}$ in. sq. hardwood legs with two cross members between the legs and two 1 $\frac{1}{4}$ in. by 1 $\frac{3}{4}$ in. longitudinal side rails supporting the top which is made of plywood,



The New Howe All-Wood Folding Table.

masonite, or linoleum. The locking device and braces are made of metal for which no priority is required.

Howe Folding Furniture Co., 1 Park Ave., New York, N. Y.

For brief reference use SBJ-1014.

NEW SURFACE GRINDER

A new type surface grinder has been announced by the Delta Manufacturing Co., Milwaukee, Wis.

This grinder is versatile, easy to operate, portable, and low in cost. It has a wheel-mounting arrangement that utilizes a two-piece adapter, so that either wheel or wheel and adapter can be removed.

The spindle is equipped with widely spaced bearings to provide permanent true alignment. The forward bearing is a large surface taper bronze bearing which runs in a continuous bath of oil. A take-up is provided to eliminate all play. The rear bearing is a sealed-for-life bearing that requires no lubrication.



New Delta Surface Grinder.

The table has long ways so that it does not "hang" over the end of the machine but rides solidly on the ways. Gibs are provided so that play due to wear can be eliminated. Micrometer collar, with wide graduations on the traverse adjustment, permits accurate settings.

The column is cast of Hitesile iron, normalized and accurately ground to close tolerances. A steel gib guides the bracket yoke so that it is in perfect alignment. The entire column, together with the bracket, may be rotated 360 deg.

The maximum length that can be ground on this grinder is 13 $\frac{1}{2}$ in.; maximum width is 6 in.; maximum space under 7-in. wheel to table, 9 $\frac{1}{2}$ in. The table surface is 5 $\frac{3}{4}$ by 13 in. Each graduation on the traverse feed is .001 in. The maximum adjustment of wheel by means of micrometer is $\frac{3}{8}$ in., and each graduation is .0005 in. Minimum diameter cup wheel with standard guard in place, 3 $\frac{1}{2}$ in., maximum diameter wheel, 7 in.

Delta Manufacturing Co., Milwaukee, Wis.

For brief reference use SBJ-1011.

FILM AND PAPER CABINETS

Hamilton's Models A and B wood cabinets are a convenient means for storing unexposed, as well as exposed films and paper. The cabinets are of wood construction throughout, with a black masonite top and have an upper section containing four drawers, each with a light-tight automatic cover slide and a lower section with a hinged door. Model A has a 16-in. trimmer knife. Both models are finished in gray enamel and are made exclusively for the American Type Founders Sales Corp., 200 Elmora Ave., Elizabeth, N. J.

For brief reference use SBJ-1015.

FIREBOX BOILER OPERATION CHART

This comprehensive chart illustrates and describes the proper methods and directions for care and operation of firebox boilers. The chart measures 17 by 22 in., is printed on heavy-duty paper suitable for hanging. Large colored illustrations accompanied by directions offer many suggestions for firing Kewanee Type C Smokeless Up-Draft Boilers. Similar charts for other firebox types of boilers are also available.

Kewanee Boiler Corp., Kewanee, Ill.

For brief reference use SBJ-1016.

DIRECTORY OF 16mm. FILM SOURCES

The eighth edition of "The Victory Directory of 16mm. Film Sources" has been published by Victor Animatograph Corp. This edition, currently revised, lists more than 100 additional sources. Contained in this addition is an educational section devoted to film libraries and rental service available from universities, colleges, etc., and an editorial section pertaining to the use of films in classrooms, churches, and organizations. Source listings are divided into groups and each is given an identification number for the convenience of the user in finding films on a specific subject. The booklet is priced at 50 cents.

Victor Animatograph Corp., Davenport, Iowa.

For brief reference use SBJ-1017.

"NOAH WEBSTER SAYS . . ."

Proper use of the dictionary in education tends to more rapid progress in all branches of learning. To this end a gratuitous service to teachers is offered by the publishers covering many phases of their teaching and making available much valuable material.

"Dictionary Games and Exercises," "Quirks and Quizzes," "Outline for Dictionary Study," "Pronunciation Test," "Word Study," and "Better Dictionary-Work Habits" are among the titles of the pamphlets offered without charge to schools.

All requests for pamphlets or information concerning this free service should be addressed directly by teachers concerned.

G. & C. Merriam Co., Springfield, Mass.

For brief reference use SBJ-1024.

MUSEUM ACTIVITIES HIGH LIGHTED IN FILMS

A series of six 16mm. sound films in color and black and white, showing the modern museum as a vital educational force has been announced by Bell & Howell Filmosound Library. The individual titles with a brief description are:

"Yellowstone Wildlife"—birds and animals of our National Park.

"Let's Look at Trees"—operation of the Junior Nature School.

"Ouetzal Quest"—search for rare sacred bird of the Maya, and its capture alive.

"Desert in Bloom"—naturalists' field trip in Arizona desert.

"Making the Dead Appear to Live"—what happens to specimens sent in by scientific expeditions.

"Pea Fowl of Indo-China"—every step in the preparation of a habitat group, from unpacking of the skins to the finished product.

The films are available for both rental and sale. Bell & Howell Filmosound Library, 1801 Larchmont Ave., Chicago, Ill.

For brief reference use SBJ-1018.

EDUCATIONAL FILM CATALOG

The DeVry Corporation has just issued a catalog listing 16mm. sound and silent films. Films are classified as to subject; geography, history, science, nature study, health, safety, music, literature, vocational training, etc. Alphabetical index makes selections easy. Teachers' lesson plans are furnished with all films. Films are available for rental only.

This catalog is free to users of educational films—25 cents to others.

DeVry Films & Laboratories, 1111 Armitage Ave., Chicago, Ill.

For brief reference use SBJ-1019.

PRICE OF G-E. MAZDA LAMPS REDUCED

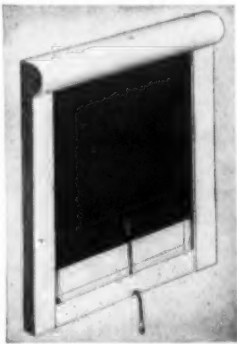
A price reduction, ranging from 12 to 17 per cent on individual G-E Mazda fluorescent lamps will become effective September 1. This reduction marks the seventh in four years and is attributed to a combination of manufacturing economies, technical developments, and increased use of the product in war industries.

General Electric Co., Nela Park, Cleveland, Ohio.

For brief reference use SBJ-1020.

LIGHT LEAKAGE ARRESTED BY PRESSED-WOOD HOUSINGS

With many educational institutions continuously in service, night and day, blackout by shades has become a necessity. Because schools and colleges may be occupied at the moment the warning signals sound, the shade blackout must be complete.



Pressed-Wood Blackout Housing.

Housing completely surrounding window openings covered by blackout shades have now been fabricated of pressed wood in place of critical steel.

These pressed-wood light arresters form a continuous trough around the window opening and prevent light from escaping, keep the shades from blowing inward, and holding the shade taut minimize the danger of flying glass. The housing covering the shade rollers is easily removed for adjustments. The entire housing is finished in

taupe enamel, can be used with any size and type of window or skylight, and may be installed either inside or outside the casing.

Beckley Cardy Co., 1632 Indiana Ave., Chicago, Ill.

For brief reference use SBJ-1021.

MECHANICAL ACCOUNTING SYSTEM

How the administration of financial affairs of a large city school system can be aided by mechanical accounting systems is set forth in "The Mechanical Accounting System of the Board of Education, Cleveland, Ohio." With an investment of sixty and one-half millions of dollars in land and 166 buildings and their equipment, the Cleveland board has admirably solved its accounting problems by the adoption of mechanical accounting.

Budgetary, purchase and payment, labor, materials, job costs, pay-roll procedures, and all disbursements and receipts are handled by business accounting machines. Adaptable forms accompany the brochure which is a notable contribution to school executives' administrative procedure.

Burroughs Adding Machine Co., Detroit, Mich.

For brief reference use SBJ-1022.

VISIBLE LIGHT IN COMPLETE DARKNESS

Complete blackouts have developed a number of ingenious products as aids for safe movement and location of fire apparatus, stairways, and other exits. There has been developed a coated fabric for this purpose, easy to apply to any

surface with casein glue or wallpaper paste and in extreme emergency thumbtacks.

Exposure of this coated fabric for 30 seconds to electric light or sunlight will cause it to glow from four to six hours. The bluish light emitted by this material in total blackout may be renewed simply by re-exposure to light.

Designed primarily for indoor use to mark exits, stairways and handrails, fire extinguishers, control panels, switches and switchboards, and all critical points of assembly, by the application of a protective coating, it is available for similar outdoor use.

"Fabrikoid" Div., Du Pont de Nemours & Co., Wilmington, Del.

For brief reference use SBJ-1023.

MR. WEINZETTEL IN ARMY

Mr. Roy E. Weinzettel, Sales Promotion Manager for the Fred Medart Mfg. Co., St. Louis, Mo., has been commissioned a captain in the Air Force. After five weeks of training at Miami Beach, Capt. Weinzettel will proceed to Wisconsin for his permanent assignment.

PRODUCTION AWARD

Among the manufacturing plants recently receiving the Army-Navy Production Award is the Kewanee Boiler Corp., Kewanee, Ill.

The award consists of the Army-Navy "E" pennant, to be flown above the plant, and a lapel pin, a symbol of high service to America, for the entire company personnel.

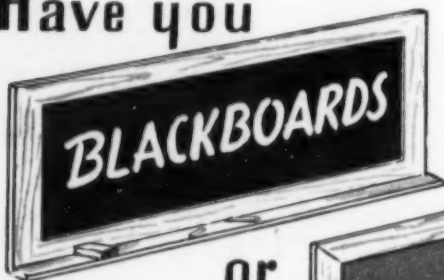
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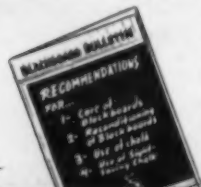
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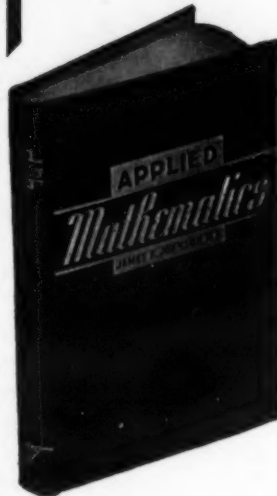
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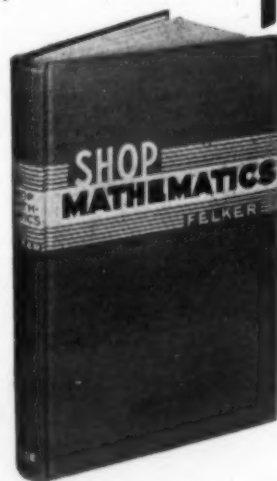
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